DOCUMENT RESUME

ED 136 853 JC 770 192

TITLE California Consortium on Cooperative Education; Annual Report 1975-76.
INSTITUTION California State Consortium on Cooperative Education, Sacramento.
SPONS AGENCY California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE [76]
NOTE 98p.; For related document see ED 119 775

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Community Colleges; *Consortia; *Cooperative Education; *Educational Innovation; Educational Objectives; *Junior Colleges; Pilot Projects; *Program Descriptions; Program Evaluation; Statewide Planning; Work Experience Programs
IDENTIFIERS *California

ABSTRACT

Senate Bill 642, passed by the California legislature in 1973, authorized the Chancellor of the California Community Colleges to conduct a pilot program in cooperative education involving no more than five community college districts for a period of up to three years. Pursuant to the law, the Chancellor has included Coast, Hartnell, Pasadena, Peralta, and West Valley community college districts in a consortium to implement, evaluate, and provide data in innovative cooperative education programs. This report documents the progress of the consortium during its third year of operation. It presents: (1) a list of the objectives identified by each participating college for the 1975-76 academic year and the respective evaluation reports reflecting the level of attainment of those objectives; (2) a description of each of the major innovative cooperative education programs and experiments for 1975-76 and sample forms used in those programs; and (3) policy recommendations based on the experience of the consortium to date. Consortium newsletters are appended as is a copy of legislation extending the life of the consortium for an additional two years. (JDS)

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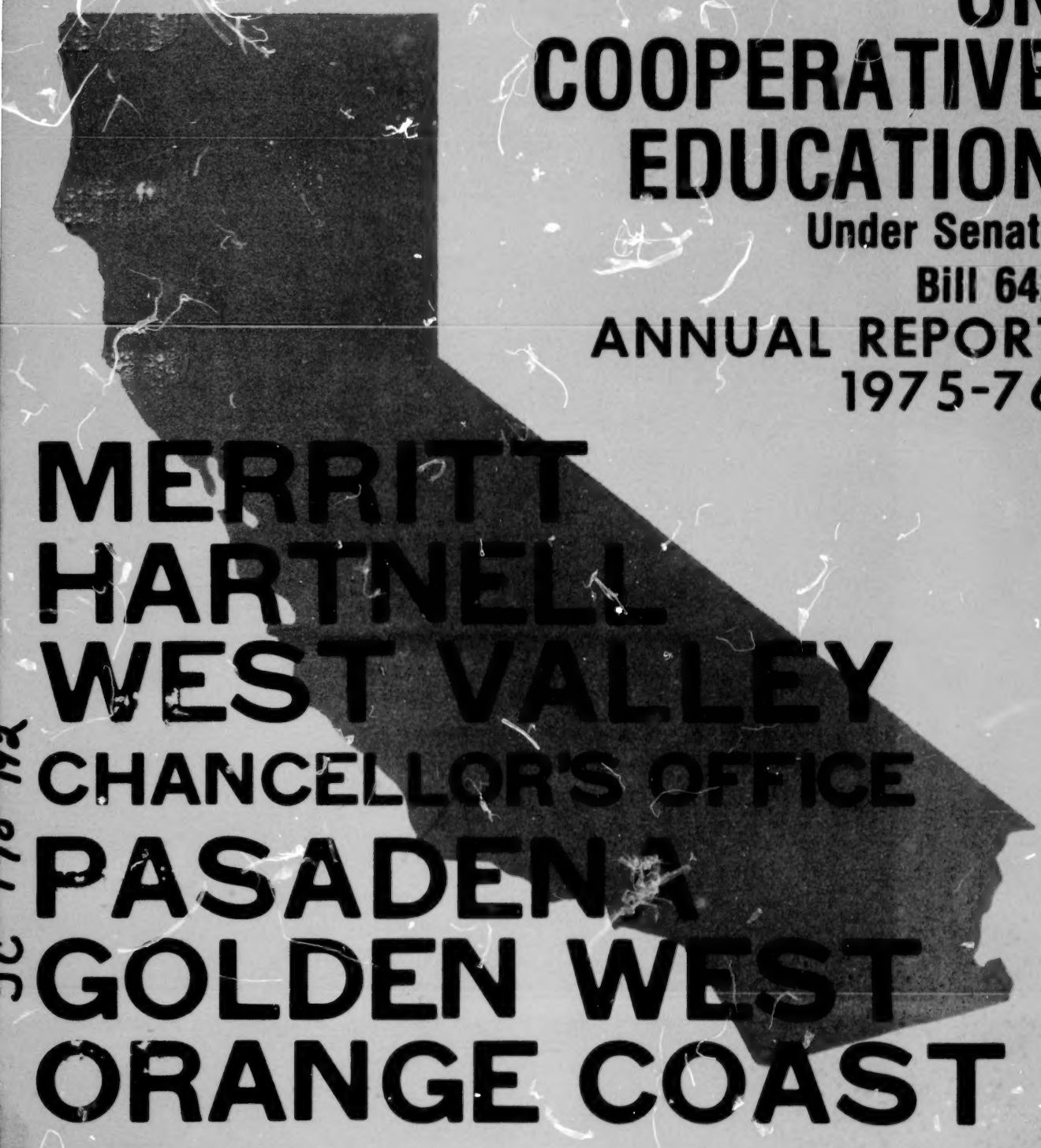
CALIFORNIA CONSORTIUM ON COOPERATIVE EDUCATION

Under Senate Bill 642

ANNUAL REPORT 1975-76



MERRITT
HARTNELL
WEST VALLEY
CHANCELLOR'S OFFICE
PASADENA
GOLDEN WEST
ORANGE COAST

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F A C T S H E E T S
ASSEMBLY BILL 3145

Preface

The challenge of directing the California Consortium on Cooperative Education during its third year of operation was demanding and rewarding. The creative talents and professional strengths of the participants produced a climate of excitement, progress, and even constructive controversy. I feel that I grew professionally through out activities and interchanges, and I enjoyed the friendly relations and the personal support of the group.

The task of refining Consortium activities into a written report is an awesome one. So many of our efforts have resulted in somewhat intangible enhancement and expansion in ourselves and in our college programs of Cooperative Education. However, we take seriously the responsibility of sharing the results of our experiments and deliberations, in an effort to advance the state of Cooperative Education in California community colleges and in the broader community of educators, employers, and students. The process of preparing a written report has also forced us to articulate and analyse our individual and group reactions.

This report is partially an effort to summarize the life of the Consortium for its three years under Senate Bill 642 (1973-76). It is, additionally, a more detailed description of the activities during the single year of my directorship, 1975-76.

With the passage of additional legislation (AB 3145) the Consortium will continue for two more years. Although we have come a long way in meeting our objectives, we have crucial work yet to complete. It is with some relief and considerable confidence that I pass on the leadership to James Garmon for 1976-77. With his capable direction and the sustained commitment of the rest of the Consortium members, I look forward to my continuing participation in a fine group with a meaningful mission.

Carolyn Schuetz
Executive Director for 1975-76
California Consortium on
Cooperative Education
under Senate Bill 642

Signed by the Governor September 17, 1973
Chapter 500

Senate Bill No. 642

Passed the Senate June 29, 1973

_____
Secretary of the Senate

Passed the Assembly August 30, 1973

_____
Chief Clerk of the Assembly

This bill was received by the Governor this _____

day of _____, 1973, at _____ o'clock _____M.

_____
Private Secretary of the Governor

CONTACT:
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HARTNELL COLLEGE
156 Homestead Avenue
Salinas, California 93901
(408) 422-9606 Ext. 235

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SB 642

CHAPTER_____

An act to add Section 190.5 to the Education Code, relating to cooperative education, and declaring the urgency thereof, to take effect immediately.

LEGISLATIVE COUNSEL'S DIGEST

SB 642, Grunsky. Cooperative education.

Requires the office of the Chancellor of the California Community Colleges to conduce a pilot program of up to 3 years in cooperative education for no more than 5 community college districts and to make specified followup evaluations and recommendations.

Defines "cooperative education."

Prescribes student enrollment qualifications and course credit limitations and method of computing a.d.a.

Requires Chancellor of the California Community Colleges to approve cooperative education programs which meet prescribed standards.

To take effect immediately, urgency statute.

The people of the State of California do enact as follows:

SECTION 1. Section 190.5 is added to the Education Code, to read:

190.5 The office of the Chancellor of the California Community Colleges shall conduct a pilot program of up to three years' duration in cooperative education for not more than five community college districts. For the purposes of this act, "cooperative education" means on-the-job experience directly related to the student's educational goals. Cooperative education requires the supervision of an appropriately credentialed faculty member and is not limited to vocational education.

In order to enroll in a cooperative education program, a student must have earned at least 12 semester units or 18 quarter units at the community college at which he seeks to enroll in the program.

A student enrolled in a cooperative education program may not receive more than one semester unit for each five

2 642 25 67

hours of fieldwork per week or one quarter unit for each 3 1/3 hours of fieldwork per week.

No student may receive more than 16 units of semester credit or 24 units of quarter credit for cooperative education classes. No student may enroll in a cooperative education program for more than eight units per semester or 12 units per quarter.

No student may enroll jointly in a cooperative education program and a work experience education program. Any credit for work experience education which had been earned by a student prior to his enrollment in a cooperative education program shall be deducted from the maximum number of units for cooperative education allowable under the fourth paragraph of this section.

Average daily attendance in cooperative education shall be computed pursuant to Section 11484. The Chancellor of the California Community Colleges shall approve cooperative education programs which comply with existing regulations for new educational program approval and the other provisions of this section.

Followup evaluations and recommendations for new cooperative education programs, based upon the findings of the three-year study, shall be made by the office of the Chancellor of the California Community Colleges.

SEC. 2. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning the Article IV of the Constitution and shall go into immediate effect. The facts constituting such necessity are:

In order to permit cooperative education programs to begin operation at the beginning of the 1973-74 fiscal year, or as soon thereafter as possible, and so facilitate the orderly administration of this act, it is necessary that this act take effect immediately.

2 642 35 69

BY-LAWS OF THE
CALIFORNIA CONSORTIUM
ON COOPERATIVE EDUCATION
UNDER SENATE BILL 642

WHEREAS, The California legislature has passed Senate Bill 642, Chapter 500; and

WHEREAS, The governor on September 17, 1973, has signed Senate Bill 642, Chapter 500, into state law; and

WHEREAS, The state law has provided the Chancellor with a five (5) community college district consortium to conduct a 3-year field test of innovative programs in Cooperative Education; and

WHEREAS, Coast (represented by Golden West and Orange Coast Colleges), Hartnell, Pasadena, Peralta (represented by Merritt College), and West Valley Community College Districts, and the official representatives of the Chancellor's office have been appointed as members to the consortium and have accepted the appointment; and

WHEREAS, The official representatives of the districts have met as the consortium and have recognized the responsibility to conduct the 3-year feasibility study on Cooperative Education and to provide the Chancellor with the necessary data to initiate follow-up, evaluations, and recommendations for new Cooperative Education programs;

NOW, THEREFORE, Each of the participating districts does hereby agree as follows:

SECTION 1. Purpose. The purpose of the consortium shall be to cooperate with the Chancellor's office and other community colleges to implement, to evaluate, and to provide the resultant data on innovative Cooperative Education programs including, but not limited to:

a. the feasibility of the 8-unit alternate semester program

b. out-of-state instructional programs for locally enrolled students

c. international instructional experiences

d. guidelines for program standards

e. procedures for measuring accountability

f. field tests of the instructional validity of Cooperative Education

g. exploration of strategies for articulation with other institutions of higher learning.

SECTION 2. Membership and Meetings. The Cooperative Education Consortium of the community college districts shall be administered by a committee consisting of members apponted by each participating college and the Chancellor's office. Member districts shall designate an alternate representative to the committee to serve in the absence of the appointed committee representative. The committee will elect one of its members as chairman by majority vote for a term of one year (September 1-August 31). The chairman, or alternate designated by the chairman, shall call and preside over all meetings of the consortium and shall by the official representative of the consortium. The chairman shall have a vote. Minutes of meetings shall be recorded by the hosting member and copies transmitted to each member of the consortium within ten (10) calendar days of the meeting.

SECTION 2.1. Voting. The number of official votes is limited to seven (7).

SECTION 3. Additional Members. After the effective date of this agreement, new districts may be added as replacement members upon request and unanimous approval of the remaining committee.

SECTION 4. Amendments. These by-laws may be amended by a two-thirds majority

vote of all the members. The chairman must receive written notice of intent to amend at least two weeks prior to the next meeting, and the amendment shall be mailed to all members at least one week prior to voting.

SECTION 5. Adoption and Effective Date. Consortium operation shall commence at the date of signature of agreeing college presidents (6). The first year of operation shall be September 17 - August 31, 1974.

SECTION 6. Parliamentary Procedure. On the matters of procedure not otherwise covered by the provisions of this document, Roberts' Rules of Order, latest revised edition, shall be the official guide.

PRESIDENTS OF PARTICIPATING COLLEGES

Hartnell
Dr. Gibb R. Madsen — signature — Date 1-17-74

Coast
Golden West
Dr. R. Dudley Boyce — 1-22-74

Orange Coast
Dr. Robert B. Moore — 1/24/74

Pasadena
Dr. Armen A. Sarafian — 1-28-74

Peralta
Merritt College
Dr. Donald H. Godbold — 2-4-74

West Valley
Mr. James P. Hardy — 4/5/74

AMENDMENT I: Add item h. to Section 1. (Purpose)

h. Program development at each of the participating colleges will be consistent with existing national priorities for students with special needs.

I N T R O D U C T I O N

A. Goals of the California Consortium on Cooperative Education

The Consortium, created by the California State Legislature and approved by the Governor on September 17, 1973, accepts these goals as our mandate:

1. To design, implement, and evaluate innovative cooperative education programs at the community college level;

2. To conduct research projects on cooperative education, especially related to the California community colleges;

3. To serve the cooperative education profession through continuing participation in a variety of training experiences;

4. To publicize the many benefits of cooperative education in order to recruit additional student and employer participants;

5. To assure educational soundness in all program development;

6. To recommend needed change in legislation when deemed appropriate;

7. To develop evaluation techniques for each of the innovations that is field tested;

8. To prepare annual reports which reflect the activities of the Consortium and submit these reports to both the California Community College Chancellor's Office and the California Legislature.

To these goals we pledge our commitment.

B. Members of the California Consortium on Cooperative Education

Coast Community College District
1370 Adams Avenue
Costa Mesa, California 92626

a. Golden West College (Representative - Karl Strandberg)
   15744 Golden West Street
   Huntington Beach, California 92647
b. Orange Coast College (Representative - James Garmon)
   2701 Fairview Avenue
   Costa Mesa, California 92626

Hartnell Community College District
156 Homestead Avenue
Salinas, California 93901

a. Hartnell Community College (Representative - Jerry Kjeldgaard)
   156 Salinas Avenue
   Salinas, California 93901

Peralta Community College District
300 Grand Avenue
Oakland, California 94610
a. Merritt College (Representative - Carolyn Schuetz)
12500 Campus Drive
Oakland, California 94619

Pasadena Area Community College District
1570 East Colorado Boulevard
Pasadena, California 91106
a. Pasadena Area Community College (Representative - Ralph Gutierrez)
1570 East Colorado Boulevard
Pasadena, California 91106

West Valley Joint Community College District
14000 Fruitvale Avenue
Saratoga, California 95070
a. West Valley Community College (Representative - Clyde Reyes)
14000 Fruitvale Avenue
Saratoga, California 95070

Office of the Chancellor
California Community Colleges (Representative - Ron Grant)
1530 Capitol Avenue
Sacramento, California 95814

C. Organization of Current Report

Because 1975-76 has been the final year of Consortium activities under Senate Bill 642, some attempts have been made to summarize the activities of 1973-76 and to give an overview of the progress of the Consortium since its beginning.

However, the Consortium will be continuing for two more years (1976-78) under the auspices of AB 3145. Therefore, this report is not to be considered the final document on the Consortium. The contents are largely a detailed description and analysis of Consortium activites during the single year 1975-76.

HISTORICAL OVERVIEW OF THIS CONSORTIUM, 1973-76

The California Consortium on Cooperative Education under Senate Bill 642 has completed its first three years of operation and will continue for another two years under extension Bill AB 1345. The Consortium's stated purpose has been "to cooperate with the California Community Colleges' Chancellor's Office to implement, to evaluate, and to provide the resultant data on innovative experiential education programs." The Bill has allowed the exploration of different approaches to cooperative education by the five member districts (Coast represented by Orange Coast College and Golden West College, Hartnell, Peralta represented by Merritt, Pasadena, and West Valley). Programs which have been tried experimentally during the three year period include:

1. alternate semester programs
2. international cooperative experiences
3. development and expansion of volunteer and mini-work experience
4. experimentation with shared co-ordination models
5. investigation into the feasibility of blending general and occupational cooperative work experience
6. development and administration of various survey instruments to measure employer receptivity, student reaction, and co-ordinator involvement in cooperative education.

Investigations into the above areas were done by member schools individually and in partnership. The results of early efforts were shared in the first two annual reports which the group produced. (Copies are in the ERIC file.)

In addition the group conducted three surveys during the period. The first was designed to gather information about the organization of cooperative programs throughout the state: who managed the program, who was involved with the program on each campus, and what was the organization and curriculum of the program. A synopsis of this report was presented in the first Factsheet. A second survey was conducted during 1975; this gathered data on the alternate semester program offered by some California community colleges. A follow up survey was completed during the Spring of 1976 to compare attitudes of those offering the program during the time period and to determine attitudes of those not offering the program. Results of this investigation also appeared in a Factsheet. (See Appendix for copies of Factsheets.)

The Consortium will continue to explore innovative practices in the cooperative work experience curriculum. Tentative plans are to place more emphasis upon sharing Consortium activities with other community colleges and to initiate research efforts into alternative practices. The Factsheet, a short newsletter distributed throughout the State to highlight some innovative or exploratory effort, will be published several times during each year. It is hoped that the Consortium might become a vehicle for airing new directions in cooperative education which are being considered and/or pursued in California.

SUMMARY OF 1973-76 IN RELATION TO PURPOSES ACHIEVED

The California Consortium on Cooperative Education under Senate Bill 642 was charged with developing and field-testing innovative approaches to Cooperative Education, particularly in the community colleges. Consortium activities were to be carried out in cooperation with the Chancellor's Office of the California Community Colleges and were to result in recommendations to the Chancellor's Office and/or the State Legislature.

In its very first stages, the Consortium influenced a significant change in the California state regulations governing Coop Ed. Senate Bill 642, which created the Consortium, allowed credited work experience to be offered on an alternate plan with a maximum of eight semester units allowable. The alternate pattern for eight units had not been possible under existing state regulations, and the Consortium anticipated piloting efforts in this area. However, high interest in proposed activities by Consortium colleges helped to bring about an actual change in the state regulations, allowing all California community colleges to offer a credited alternate plan. This action perhaps lessened the potential impact of a unique Consortium activity, but it gave the Consortium state-wide visibility and an opportunity to move on to other objectives, having already helped to accomplish this one by its very creation!

The Consortium maintained its commitment to the alternate plan, however. Each of the member colleges attempted to implement a viable program. The Consortium also surveyed state-wide activity on the plan. A variety of reports on the alternate plan are included in the body of this document.

Given the flexibility to experiment by the Senate Bill, the Consortium colleges developed and field-tested a number of programs that would not have been possible within existing state regulations for community college Coop Ed. These programs are described in the section on experimentation and innovation. A number of recommended changes in state regulations are the result of this experimentation.

Not all of the activities of the Consortium have been in "new" areas. The concern for quality in California Cooperative Education has emerged as an essential priority. Consortium colleges have attempted to upgrade their own programs; the group has attempted to provide some leadership toward increased quality control state-wide and even nation-wide. Continuing activities will reflect the combined concerns for innovation and for quality and accountability.

Another significant concept that has emerged through Consortium proceedings over the three-year period is that of a broader view of Cooperative Education. Coop staff of member colleges have found themselves interested and involved in more than just "work experience". A comprehensive model of Career Education is evolving, with a core of hand-on experience, but with related features of counseling, career resource materials, related instruction, etc. The Consortium hopes to take leadership in furthering this model.

As the Consortium moves into its final two years, focus will be on the following:

1. Completing experimentation already started
2. Identifying some new areas for experimentation feasible for this period of time
3. Providing leadership for quality control and for comprehensive coop ed models
4. Refining recommendations based on all of the above.
5. Disseminating information pertinent to all of the above.

DESCRIPTION OF INDIVIDUAL COLLEGES

GOLDEN WEST COLLEGE

-Karl Strandberg

Introduction

Each year we at Golden West College identify program objectives for each of our program areas. Inasmuch as we are a participant in the Consortium many of our identified objectives relate to this participation. In this report we will share evaluative information related to each of these objectives, evidencing the level of accomplishment during the 1975-76 academic year. Too, we will list our program objectives, related to Consortium participation, for the 1976-77 academic year.

Accomplishment of Identified Program Objectives

1. Continue the developmental phase of the alternate semester arrangement, resulting in the development of an increased number of alternate work experience stations.

   One of the commitments of the Consortium is to test the viability of the alternate semester arrangement at the community college level. In response to this commitment we have allocated a portion of two administrators' assignments to the development of work stations and the placement of qualified students. We were able to develop 23 work stations, including three summer experiences in foreign countries developed through West Valley College. With one employer we have developed an articulated arrangement in the fields of finance and engineering; the students begin their alternating work assignment while at our college and continue with the same employer after transferring to either the University of California or California State University - Fullerton to continue their work toward the baccalaureate degree. Getting both employers and students interested in the alternate semester arrangement is an educational task and one which will only grow slowly, we believe with continuing research and development. We have had the best success in creating summer-only experiences; we regard the summer session as an alternate term.

2. Implement and evaluate the 8 unit concept for cooperative work experience students.

   Our Council on Curriculum and Instruction approved granting up to eight units of elective credit for the job-related learning experiences a student has. Because of our participation in the Consortium we do not distinguish for this concept, between a parallel co-op arrangement and an alternate semester arrangement; all students are eligible to earn up to 8 units of credit if all guidelines are satisfied and appropriate learning objectives are identified. We had six students during the 1975-76 academic year who received more than the traditional four units of their work experience; of these were alternate semester students and four of them were enrolled in the parallel program. Each of the instructor/coordinators helping

evaluate this concept have reported that they are satisfied that the students have experienced more than sufficient learning, as identified in the learning objectives, to warrant the granting of the units of elective credit. Based upon our experience we are recommending that all students, parallel or alternate, be eligible for up to eight units of credit for work experience in a given semester (this would necessitate a change in Title 5).

3. Study the feasibility, in concert with the College's Non-Traditional Studies Committee, of granting elective credit to students for prior work experience.

   Our college has a Non-Traditional Studies Committee that is studying the possibility of granting credit for a variety of prior learning experiences a student has had. Too, our college maintains a membership in CAEL. A member of the co-op staff has worked with this committee this past year. We have worked through some preliminary policies and procedures and are getting feedback from instructors, in the various academic divisions, through conducting division seminars. The feedback, to date, is mixed and inconclusive. The next step, which we will pursue during the 1976-77 academic year, is to gather some materials from other institutions as well as develop our own in an effort to design an assessment model. Employer and union representatives, with whom we have discussed this concept, have responded affirmatively. We are hopeful that we may have an opportunity to pilot test the concept during the 1976-77 academic year.

4. Implement an evaluation procedure for all instructor-coordinators.

   Working with a faculty committee we designed and pilot-tested an evaluation procedure. We gather evaluative data from students and supervisors through the use of a mail-out questionnaire. In addition to getting information that enables us to evaluate the performance of the instructor-coordinators we ask both students and supervisors to evaluate the co-op program. Each faculty person involved in co-op will be evaluated at least each two years, in line with our college's regular faculty evaluation procedure. The procedure was approved, following the pilot-testing, by the District Evaluation Committee; consequently, all subsequent evaluation summaries, reflecting the data from completed questionnaires and input from the co-op administrative staff, will be filed in the respective faculty person's personnel file along with all other formal evaluations. We believe this procedure, were it to be implemented statewide, would facilitate close adherence to sound program standards at the various colleges.

5. Expand the organizational structure of our Cooperative Education model to include five program areas: placement, volunteer-service learning, co-operative work experience, financial aid and disadvantaged (EOPS).

We have found this comprehensive co-op model to be most functional. Employers and students have commended us for placing the job-related functions in one administrative unit; it enhances efficiency to have close articulation between these areas. This past year we used work-study monies to develop some off-campus work stations with employers we work with through the volunteer service learning program. The students to fill these positions are identified by the financial aid staff and referred to the jobs by the placement personnel. Once the student is placed they are eligible for receive work experience credit. This is just one example of how the comprehensive organizational structure can enhance efficiency. Too, we have have found that having overall administrative responsibility for the program development in the disadvantaged (EOPS) area has enabled us to be more responsive in providing placement services and work experience opportunities to students with special needs. We strongly recommend the more comprehensive model.

Program Objectives for 1976-77

1. Continue to refine our job development techniques resulting in the development of 250 new co-op work stations, including 50 alternate semester positions.

2. Continue to develop the international phase of our program through coordination with representatives from West Valley College.

3. Continue the implementation and evaluation of the eight unit concept; including a continuing refinement of the learning objectives assessment model.

4. Design an assessment model, in cooperation with the Non-Traditional Studies Committee, which will enable awarding credit to students for prior job-related learning experiences.

5. Design and implement a series of in-service training experiences for instructor/coordinators which will result in maintaining both motivation and sound performance.

6. Refine the evaluation procedure for all instructor/coordinators, using the student-supervisor questionnaire model, and design and pilot-test a MBO model for instructor-coordinators evaluation.

7. Develop and implement mini-courses for students on job-related topics, i.e. application and resume preparation, job search techniques, the art of job interviewing, choosing a career.

8. Design and implement each semester at least one "spotlight on careers" activity for each academic division (to be developed in concert with the counseling and instructional staff).

Conclusion

It is a distinct pleasure to work with the other members in the Consortium in designing and field testing innovative models for cooperative education. Our participation has certainly resulted in strengthening our college's co-op program. We trust that the work of the Consortium will continue to be of benefit to the cooperative education profession.

HARTNELL COLLEGE

- Jerry Kjeldgaard

The objectives during the 1975-76 school year were fully met on the campus of Hartnell Community College.

The top priority was the expansion of Cooperative Education through the establishment of control classes and related instruction. Five new sections of Cooperative Education 101 were established during the 1975-76 school year. Four new instructors were employed to teach the new sections. (Approximately 250 new students were enrolled in Cooperative Education 101).

The instructional concept has added more validity to Cooperative Education, and we are pleased to note that several disciplines (Technology, Business, Human Services, Instructional Aide, Early Childhood Education and Administration of Justice) have established regular weekly courses as part of their Cooperative Education package. Subjects discussed in related instruction classes focus on (a) current employment trends, (b) resume writing, (c) interview techniques, (d) inter-personal relations, (e) everyone takes the Strong-Campbell Interest Blank test, and the protocols are sent out to an eastern center - each student receives a three-page individual written report.

Open Entry, Open Exit Program

Hartnell Community College, under the auspices of the student volunteer program, has established an open entry, open exit volunteer concept. Students may volunteer anytime during the semester and receive pro-rated academic credit depending upon the depth and breadth of the volunteer project. The faculty, coordinator and the agency receiving the volunteer hours work with the Director of Cooperative Education to establish credit; During the 1976 year, Hartnell had 32 students participate for academic credit; however, 118 students volunteered their services in 28 areas of the community for no credit. Already this year, 92 students have volunteered for the Fall Semester of 1976 and 47 of those students are volunteering for academic credit on the Open Entry, Open Exit bases. Academic credit is based upon the instructional package and is not confined to 75 hours per one unit of credit.

The Primary Care Assistant Program

Hartnell Community College has an internship going with Standford University to train physician assistants. A two-year on campus project with medical instruction for actual hands on experience is currently underway on this campus. After two years of medically related instruction, observation and hands on experience, the student transfers to Standford for one year of continued instruction. A total of ten units of Cooperative Education is currently being programmed for future primary care participants. A greater relationship between Standford and Hartnell exist, and both schools have agreed to expand the program by enrolling our students into additonal units of Cooperative Education.

MERRITT COLLEGE

-Carolyn Schuetz

Participation in the California Consortium on Cooperative Education prompted program development at Merritt College in several areas during the 1975-76. Three overriding themes were those of quality in all aspects of the program, program flexibility, the move toward a comprehensive model of career education.

The alternate semester plan continued as an option for Merritt students. However, only five students chose to participate on this plan.

An experimental mini-course in Cooperative Education was offered during the Christmas holiday period. Although enrollment was small, it was determined that this offering was valuable.

A major experiment at Merritt was that related to general and occupational work experience. A careful plan was made for a three-semester period (Fall 1975, Spring 1976, Fall 1976) and statistical data gathered.

The sharing of staff coordination was attempted with one employer located in the district of Ohlone College. The results of this experiment are inconclusive, but indicate the value of further study in this area.

A sociology option was offered in the Merritt Coop Ed program. Students in this group analysed the human dynamics and structure within their work setting.

The physical move of Merritt's Coop Ed program in the Spring of 1976 allowed a better integration with other career education services at the college. The Coop Ed director has taken a leadership role in a newly created Career Center, housing Coop Ed, Placement, and a resource and counseling area. These services are coordinating activities better, and the quality of service is attracting more students and staff to use of the Center.

Objectives for 1976-77

1. Completion of the general-occupational experiment
2. Volunteer Service Learning project
3. Development of campus-wide Career Education informational series - including seminars, involvement of teaching faculty, involvement of employers
4. Development of program standards for self-employed students
5. Improvement of coop staff in-service training and evaluation procedures
6. Better coordination with college Placement services, specifically to place and involve more young day students

ORANGE COAST COLLEGE

-James Garmon

The Cooperative Education program at Orange Coast is part of a comprehensive Career Center, which includes Coop Ed, Employment, Vocational Counseling, Career Resources Library, and the Volunteer Bureau. This report indicates the 1975-76 activities of the Coop Ed component.

OBJECTIVE I

To develop at least fifty additional alternate plan student placements.

RESULTS:

Ten instructors in various disciplines were responsible for developing five cooperative alternate term work stations each, for a total of fifty stations, and for identifying curriculum which would favor the alternate term. The challenge now rests with bringing the opportunities to the awareness of students. Employers such as Burroughs Corporation, Security Pacific National Bank, and the Irvine Company are receptive.

OBJECTIVE II

To develop and publish a guide for use by students, faculty and employers describing how to establish alternate plan curricula.

RESULTS:

An alternate plan guide was produced which includes curriculum models favorable to some form of the alternate plan. The guide is intended as a working paper for employers, students, and faculty. Copies have been sent to the Chancellor's Office, California Community Colleges, and have been distributed among advisory committees and various county organizations.

OBJECTIVE III

To develop a brochure defining the cooperative education employer's role.

RESULTS:

A media package was developed which defines the employer's role in cooperative education. The slide/sound package is for use by the instructor/coordinator on visits to the employer at the job site. This slide presentation can be shown on a portable Caramate projector, lasts about eight minues, and comes with a descriptive brochure which is left with the employer.

OBJECTIVE IV

Under the special provisions of Senate Bill 642, to make cooperative education participation available to at least 100 non-occupational majors involved in public service volunteer activities.

RESULTS:

Through April 1976, over 700 students have been referred to campus and community programs. Many more have gone directly to the agencies due to publicity and presentations. Placement of 470 has been verified. Records indicate 86 students have enrolled in work experience. Summer enrollment is estimated at 10 to 15. All students were given the opportunity to enroll under provisions of Senate Bill 642 which related to occupational and non-occupational majors alike.

OBJECTIVE V

To improve the instructor/coordinator management and evaluation program initiated this year, so that 95% of the instructor/coordinators complete the procedure successfully.

RESULTS:

The instructor/coordinator management and evaluation program was again utilized for the Fall 1975-76 semester. Of the 102 instructor/coordinators in the program, all but two participated in the setting of objectives for themselves with expected outcomes and a plan of action for the attainment of the objectives. More than 90 of the instructor/coordinators successfully completed the self-evaluation at the close of the semester. For the spring semester, the instructor/coordinators were asked to keep a record of the various activities they participate in, i.e., the number of hours spent in the coordination of students doing various tasks such as group meetings with students, employer visitations, record keeping, travel, etc.

OBJECTIVE VI

To continue supporting growth of a K-14 articulation between Orange Coast and high schools by conducting minimum of two communications workshops on career education.

RESULTS:

Throughout the year we were involved with our feeder school districts in a variety of activities. In the summer, 1975, a joint funding proposal for Career Education Work Shops was submitted to the Chancellor's Office, California Community Colleges, which received favorable comment but arrived at a bad time. This year, the Newport-Mesa District and Orange Coast College co-sponsored an inservice training workshop for faculty and staff dealing with career education definitions. In April, Costa Mesa High School faculty and staff held their

inservice day meetings in our Career Development Center. During this spring we hosted several visits from high school student groups who have come to see facilities and observe certain occupational programs such as Marine Technology, Electronics, and Metal Trades. Career Center staff have also been very active in making presentations to feeder schools including middle-schools in the Huntington Beach High School District.

Phyllis Burns has worked very hard this year with Ed Harcharik, Huntington Beach High School District and Ron Langdon, California State University, Fullerton, in developing an articulation model for cooperative education which would carry a student from high school through community college and on to the four-year school. They are visiting the employer together and reports that the idea is well received by employers. Their activities have been shared in the conference workshop of the California Association of Work Experience Educators (CAWEE).

OBJECTIVE VII

During the 1975-76 year a major goal was to expand the community of employers who participate in the cooperative education program. In a series of workshops we will host at least one hundred employers of cooperative education students.

RESULTS:

We have chosen to host employers in small groups this year to build rapport and gain feedback. It has been a delightful experience. In these early morning meetings, we get acquainted, tour the Career Development Center, view a slide/sound package on Co-op and discuss its strengths and weaknessess. We planned to host 100, but 50 looks more realistic.

OBJECTIVE VIII

To encourage the growth of associated student awareness of career opportunities through cooperative education. During the first three of each semester a student survey will be directed at faculty and first term students to better inform them about cooperative education.

RESULTS:

At the beginning of each semester, a survey is issued to students in vocational courses. The survey is intended to tell us something about the attitudes on awareness of students as well as serve as a recruiting tool for the cooperative work experience program. Interestingly, the survey shows that while the majority of students are working within their major, only 2 out of 20 are enrolled in work experience credit. Even so, the survey is an information source for students, as evidenced by a 10% increase in enrollment after the survey was issued.

PASADENA CITY COLLEGE

-Ralph Gutierrez

During the school year 1975-76 Pasadena City College has continued its role with other community colleges affiliated with the California Consortium under Senate Bill 642. Several accomplishments are notable:

-Recently, the College produced a series of television programs which are on 3/4 inch cassette tapes, and emphasize the "How To's" in Cooperative Education. These programs are the product of Cooperative Education students who have declared Telecommunications as a major. The significance of these productions is the hands on experience, as they were directed, produced, and all of the technical assistance done by students.

-These programs have been duplicated, and loaned to both secondary, and post-secondary institutions. The programs have also been aired over the ABC Affiliate Channel 7 KABC, Los Angeles.

-The Department of Cooperative Education and Placement Services has received many inquiries concerning our organizational structure. The structure become effective in 1972 after much deliberation. However, its success is now prevelant. The concept is currently being adopted in many colleges, and universities throughout the state as well as the country.

-The Chancellor's Office in Sacramento has now adopted the designation for the "Work Experience Specialist" to its present title "Specialist For Cooperative Education and Placement Services."

-The computerization of all Cooperative Education enrollments, as well as class enrollments for all other classes offered by the College was initiated for this Fall Semester 1976. This operation will enable our staff to retrieve needed information such as:

  -The total number of units in which a student is enrolled
  -How many times students have been enrolled in Cooperative Education
  -How many times a student has received credit for their Work Experience

This was a major accomplishment when viewed in terms of the difficulties which other programs are currently experiencing in program acceptance. This is also indicative of Administrative support which was never a question at this College.

-The Veterans Administration took a very hard stand regarding students who are Veterans, and who enroll in Cooperative Education. I refer to the VA Circular DVB 20-75-107, which in effect, limited Veterans enrollment in Cooperative Education courses, only if a coordinated class was taken in conjunction with the Veterans Work Experience. However,

the Veteran also had to be majoring in a specific major, and working in an area directly related to their major. All of the above have to be met in order for a Veteran to receive VA benefits.

-A Cooperative Education 10 Seminar must be taken in conjunction with Cooperative Education 21, 22, or 23. This received VA approval which was effective June 15, 1976. The Veterans Administration's position had little, or no effect on student enrollment in Cooperative Education. We are currently 3 percent behind last year's enrollment figures.

-Cooperative Education 8 1976 submitted by Dr. Joseph F. DiMassa (See report in Innovations section.) Dr. DiMassa is currently on a one year leave of absence.

-Dr. Cecil F. Osoff is currently the Program Manager. His contributions to the field of Cooperative Education have been tremendous. It is envisioned that greater strides in Cooperative Education 8 will be made in 1976-77 under his leadership. For example:

-There will be eleven (11) meetings (a 50 percent increase). During the semester each meeting will be from 9:00 a.m. to 12:00 Noon Saturdays.

-Speakers from Industry.

-Television tapes depicting thirty (30) occupations.

-Formal Resume with instruction.

-Specialized Testing - Kuder etc.

-10-15 page assignment instead of the usual four (4) pages. This term paper is based on behavioral objectives.

-Student evaluation of the class, and also of the teacher.

-Teacher evaluation of the class.

-Two one (1) hour meetings with each student, aside from the class meetings.

-Three (3) meetings with the student's employer to discuss the student's progress with reference to their stated objectives.

-Employer/Supervisor to meet with the entire class to summarize class progress.

-25 percent of students enrolled are Classified Employees of the College. This innovation was designed to upgrade the Classified Staff. For example, a preliminary survey indicated that three students may qualify for a Community College Credential. When the student receives the Credential, the student's services will be sought as a Cooperative Education Teacher. We view this concept as the epitome of upgrading.

WEST VALLEY COLLEGE

-Clyde Reyes

The school year 1975-76 resulted in several productive and enlightening experiences for West Valley College.

Under the leadership of Dr. Gunter Seefeldt, the International Work Experience Program has expanded in student work experience opportunities abroad, and for the first time included a "reciprocal" aspect to the program.

One hundred and twenty-five California students engaged in on-the-job learning throughout the countries of Norway, Germany, Switzerland, Canada, Italy, and France during the ten-week summer session. Concurrently, twenty-two students from these same countries spent ten weeks from Germany was afforded the opportunity to work in the Career Development Center at Orange Coast College. In all cases, the student learning activities were coordinated by qualified instructors from West Valley or Orange Coast Colleges.

In keeping with its efforts to establish an overal Career Education concept, West Valley College completed the establishment of a comprehensive career center which is being used as the test-site for the development of a "Career Studies" curriculum. To date, the Career Studies instructional design committee has produced three television productions, classroom materials on instructional games, and role playing to include a dissolving slide-tape presentation on the Career Center concept.

On the community front, West Valley College has secured eleven union agreements with major Santa Clara County/Lower Bay Area Unions encouraging cooperation between education and labor in the area of cooperative education activitites.

Effective January, 1977, West Valley College's Career Center programs will be working in collaboration with an advisory committee which is presently being identified with the assistance of the San Jose Chamber of Commerce.

It is the perception of the West Valley College Career Center staff that much more emphasis needs to be placed on in-service training of internal staff and community participants on behalf of cooperative education endeavors under SB 642.

EXPERIMENTS AND INNOVATIONS

ALTERNATE PLAN CURRICULUM

-ORANGE COAST COLLEGE

An alternate plan guide was produced which includes curriculum models favorable to some form of the alternate plan. The guide is intended as a working paper for employers, students, and faculty. Copies have been sent to the Chancellor's Office, California Community Colleges, and have been distributed among advisory committees and various county organizations.

Ten instructors in various disciplines were responsible for developing five cooperative alternate term work stations each, for a total of fifty stations, and for identifying curriculum which would favor the alternate term. The challenge now rests with bringing the opportunities to the awareness of students. Employers such as Burroughs Corporation, Security Pacific National Bank, and the Irvine Company are receptive.

8 UNIT OPTION

-PASADENA CITY COLLEGE
-Dr. Joseph F. DiMassa

During the Fall and Spring of 1975-76, I handled approximately 38 Coop Ed 8 students. Twenty-eight (28) of them completed the course. The students received 8 units of credit for working 40 hours a week in a job related to their major, and for 18 hours of seminar work.

In terms of majors the majority of students were business majors.

		Completing Coop 8
-Business	20	23
-Sociology/Psychology	2	
-Engineering	4	3
-Communications	1	1
-Art/Drama	1	0

Completion Ratio 60 percent

These students were for the most part dedicated and hard working. Those who were not able to complete the discipline of reports, papers and class meetings were either dropped by the teacher or dropped the class themselves. The students enjoyed the class meetings and enjoyed the give and take that resulted. In some instances, actual job offers and referrals were by students to other students during class.

While I have enjoyed working with this group, and have felt that a great many benefits have resulted from this class, I don't feel that the experience or benefits differ significantly from our Coop 10 Seminar for majors (1 unit) plus Coop 21 (1 unit), 22 (2 units), or Coop 23 (3 units) courses. I think that 8 units is too much to give someone for continuing work experience that he or she has been doing for one, ten or even fifteen years as a job. I, of course, feel that the proposal and project provide the learning experience, but ultimately, I don't see how that proposal project is worth four more units. I can't help comparing my Coop 8 students with a Coop 3 student I had this summer. Mary McDaniel volunteered 40 hours a week to work at JPL to learn to use an electron microscope. Her paper is exceptionally well done and she did learn to use the electron microscope.

My point, based on my experience, is that I would opt for only allowing 8 units of credit for the traditional Coop 8 experience where the student is working 40 hours a week in an entirely new job related to his major. It is in the traditional sense that, I feel, a greater learning experience takes place.

8 UNIT COOP FIELD EXPERIENCE

-PASADENA CITY COLLEGE
-Dr. Cecil F. Osoff

Instructions to Students

Coop Ed 8 is an intensive occupational and career centered experience. It is an attempt to help you put yourself, your job, your career, and your future into focus. The primary emphasis is on you and what can be done to help you solve present problems and reach future goals. There are three prerequisites for the course:

- -That you are employed in a forty hour a week job related directly to your major.
- -That you have filled out a Coop Ed application, have consulted with me and received my permission to enroll.
- -And that you will complete a Coop 8 proposal before the beginning of the semester in which you are enrolling.

Requirements for the course will include the preparation for an up to date resume, occupational testing, and a project to be based on your Coop 8 proposal. You must meet with me individually on two occasions during the semester and I will be out to evaluate you on your job. Please inform your supervisor of your Coop 8 enrollment. If your Coop 8 proposal relates to your job, we want you to share your proposal ideas with your employer. Remember that you can only enroll in one other course in addition to Coop 8.

Finally, there will be class meetings of Coop 8 to be held on Saturday mornings from 9:00 a.m. to 12:00 Noon.

Coop Ed is a credit/no credit course and any combination of two seminar absences will be cause for dropping you.

COOPERATIVE EDUCATION 8

SAMPLE PROPOSAL

Your Cooperative Education proposal will be based on your own career, job and/or educational goals. To focus on those goals we want you to develop a proposal that can be accomplished during the semester of your Coop Ed enrollment. The proposal should set down (1) the specific purposes or goals of your proposal, (2) the means you will use or steps you will take to carry out and complete your proposal, and (3) the expected results upon completion of your proposal. List general dates for the completetion of the means or steps of your proposal. A report on your progress is due at the end of the semester. The following is an example of a Coop Ed proposal:

(SAMPLE PROPOSAL CAREER RELATED)

Purpose (Goals)

To get a job as Fire Chief.

By means of (Steps)

(1) *I will write to every California coastal community Fire Department in California submitting an application for the position of Fire Chief (3-75).*

(2) *I plan to visit 30% of these Fire Departments. (6-76).*

(3) *I plan to carry 13 units toward my A.A. Degree in Fire Science, and maintain a B. average. (6-76).*

(4) *I will read and outline three books that deal with fire science as a career. (5-76).*

Expected Results

(1) *Greater knowledge of job possibilities in California*

(2) *Possibility of advancement.*

(3) *Greater knowledge of fire science.*

EMPLOYER WORKSHOPS
-ORANGE COAST COLLEGE

At Orange Coast College, one of our Cooperative Education objectives for the 1975-76 college year was to gather feedback about the benefits of cooperative education as viewed by employers of students. At the same time, we have an ongoing mission of building a rapport with employers so that they will know about Orange Coast College and its programs, and particularly cooperative education. For nearly every year since 1970, we have conducted research, in the form of surveys to employers which has helped greatly in guiding and developing the program. Therefore, rather than mail a survey, it was decided to gain input from employers in person in an informal setting which would afford us the opportunity to get acquainted and lay foundations for possible future cooperation.

Of the 118 employers invited, 36 attended. We met in small groups, toured the Career Center and met for discussion in the conference room. After viewing the Cooperative Education slide/sound overview, discussion centered upon a list of questions, a copy of which is included in this report.

The perceptions we've received from these gatherings are numerous. The awareness of cooperative education advantages appears to be rising over the years.

Employers were unanimous in agreeing that cooperative education programs were an asset to employees and employers as well. Probably the statement that describes the strength of the program best is, "employees are more promotable" as a result of cooperative education.

The learning objectives approach to identifying what an employee will learn on the job is cited as a real benefit to both company and student; learning objectives cause employees to become more directed; helps the employer become more aware of the employee's career ambitions and hopes, and promotes employer-employee dialogue. Cooperative education also encourages employees to continue their education, with the employer's blessing, support and input.

The major weakness of the program is that employers are not familiar enough with what role they are expected to play. The college needs to do a better job in instructing employers as to their responsibilities and what is expected of them.

No real data is available regarding the amount of time employers spend with employee-students. Estimates ranged from one-half hour per week to 2-4 hours per week, with heaviest demands made during the students first month of employment. One result of the seminars is that employers expressed a commitment to spending more time. However, employers did express an interest in the possibility of a project which would track cooperative education employees over a period of time to determine progress, advancement on the job, and other data related to follow-up.

UNION CONTRACTS

-WEST VALLEY COLLEGE
-Clyde Reyes

PURPOSE OF PROGRAM

To establish a clearer understanding of the cooperative education concept with Bay Area Unions in order to strengthen co-op support by organized labor groups.

DESCRIPTION OF ACTIVITIES

Developed signed cooperative education agreements with 14 Bay Area Unions covering 75,000 union members within the West Valley College Joint Community College District.

OUTCOMES

New and expanded appreciation of the co-op education concept by area unions. We were able to eliminate barriers in several cases where union resistance occured due to limited understanding of work experience program.

RECOMMENDATIONS

It is recommended that such "linkaging" activities be a discretionary decision of each consortium college. Becuase of the concerns created by West Valley College's methods of securing union understanding, this district should pursue union related activites as a non-SB 642 project in the future.

CREDIT BASED ON THE VALUE OF LEARNING

-GOLDEN WEST COLLEGE
-Karl A. Strandberg

PURPOSE OF PROGRAM

Our intent in designing and implementing this program is to field test a variety of educational philosophies as they relate to co-operative work experience education; (1) that the learning a student is experiencing on the job is equally valid to that which the student experiences in a more traditional classroom setting; (2) that the units of credit granted for work experience education should be based upon identified learning/performance objectives; (3) that the learning content of the job, as identified by the learning objectives, is more important than the relationship of the job to educational/occupational goals and the number of hours per semester that the student spends on the job; (4) in granting units of credit for co-op we should be more interested in the learning content of the job for the individual student than the particular type of co-op arrangement for which they are enrolled, i.e. alternate semester, parallel semester or extended day.

DESCRIPTION OF ACTIVITIES

Under Senate Bill 642 we got our Council on Curriculum and Instruction to approve the granting of up to eight units per semester to students whether they be enrolled in an alternate semester, parallel semester, or extended day plan. We provide in-service training workshops for all our instructor/coordinators to enable them to understand that the granting of co-op credit is similar to granting units of credit for learning identified in either an advanced study or independent study contract. Each instructor/coordinator was instructed to be open to granting up to eight units of credit to any of their assigned students if the student and the supervisor were able to substantiate the units of credit through the use of identified learning objectives. We have also worked with our instructor/coordinators to assist them in becoming more open to the value of the learning experience for the student and less concerned about the particular job's direct relatedness to educational/occupational goals of the student. We assist the student from registration forward, including a required orientation session, to understand that the learning objectives are the primary basis upon which an extension of units of credit for co-op are granted.

OUTCOMES

We have had six students during the 1975-76 academic year receive more than the standard four units of credit for a semester of co-op experience. Four out of the six were enrolled in a plan other than alternate semester. In reviewing the identified objectives and discussing each of the situations with the assigned instructor/coordinator the administration was satisfied that the extension of up to eight units of credit was educationally sound. Learning objectives provide cooperative work experience education with a means of granting credit for identified learning on the job and allows us an opportunity to eliminate some of the more arbitrary guidelines that heretofore have been considered necessary to justify the granting of credit for a co-op experience.

RECOMMENDATIONS

Out of our experience with learning objectives during the past three years and our experimenting with granting up to eight units of credit during the past year we would offer a number of specific recommendations: (1) that a student be allowed to receive up to eight units of credit per semester, assuming the identified learning is substantive, regardless of the specific plan that they are enrolled in; (2) that a student be allowed to enroll just for co-op credit in a given semester and not be required to take a certain number of additional course units in order to qualify for co-op; (3) that a student be allowed up to 16 units of co-op credit (in a two-year college program) for their jobs, assuming identification of substantive learning objectives, regardless of the job's relationship to future educational goals and objectives (this assumes a melding of the present general/occupational work experience distinction).

CREDIT FOR PRIOR LEARNING

-GOLDEN WEST COLLEGE
-Karl A. Strandberg

PURPOSE OF PROGRAM

The purpose of this innovation is to study the feasibility of and design an assessment model for the granting of academic credit for prior learning related to a person's former work experiences. This would give recognition to a person's former job-related experiences and provide an incentive to encourage a person to continue their education.

DESCRIPTION OF ACTIVITIES

Our college formed a non-traditional studies committee some two years ago to study the feasibility of an the means by which credit could be given for prior learning experiences. A member of our co-op staff has served on this committee. To date, the committee has gathered materials from CAEL and others and has designed an outline for possible implementation (see attached). Members of the non-traditional committee are presently meeting with college staff persons to gain responses to the tentative proposal. Specific documentation and a design of an acceptable assessment model has yet to be developed.

OUTCOMES

We have discussed this concept with a number of employers and union representatives during the past two years and have gained strong support for the model. It is viewed as having the potential to provide significant incentive for older workers to continue their education inasmuch as prior learning experiences, including those that are job-related, will gain academic recognition so that a student does not have to enter the college as a beginning freshman with no units to their credit. The impetus for this concept came from a discussion with a manager of Security Pacific Bank who had some 70 units of AID courses, none of which were accredited. He was managing his third branch each one representing increased responsibility. He wondered if there was anyway of receiving credit for, within an accredited institution, the prior learning experiences he had had.

RECOMMENDATIONS

It is fair to report that we are experiencing some resistance to the granting of credit for prior experiences within our own institution. Until we have developed an assessment model and pilot tested it, we will not be in a position to make any specific recommendations.

A MODEL FOR A NONTRADITIONAL CAREER PROGRAM

1.000 Eligibility for Application.

1.100 Must have appropriate experience in a field related to one of Golden West College's occupational programs.

2.000 Application procedure.

2.100 Each applicant will file a statement covering the areas below.

2.110 Educational and vocational goals and time parameters.
2.120 Brief biography including schools attended and training received where applicable to educational goals.
2.130 Experiences to be considered for the purpose of awarding credit and/or waiving requirements.

2.200 Applicant's statement will be evaluated by Review Committee.

2.210 Applicant Review Committee will consist of
2.220 Review Committee will

2.221 determine whether to admit or not admit student to program based upon appropriateness of experiences and relatedness of experience and goals to GWC occupational programs,
2.222 recommend types of proofs student must submit to validate experiences,
2.223 assign applicant to a specialist team.

2.230 Applicant will be advised of next steps including fee to be paid.

3.000 Specialist Team Review.

3.100 Each specialist team will consist of one subject matter specialist and one counselor from division affected.

3.110 Each team will be compensated for time spent in review on the basis of 1/1000th hourly wage scale.
3.120 Specialist team will see applicant through to conclusion of program.

3.200 Specialist Team will

3.210 Interview applicant.
3.220 Determine amount and type of credit to be awarded.
3.230 Develop a contract with the student for a course of study including possible modification of requirements for a certificate.

3.240 Establish independent study contracts.
3.250 Appraise student of options available to him.

3.300 Awarding of units will be based upon the extent to which the criteria have been met

3.310 Criteria for awarding of credit.

3.311 Some suggested alternatives are exams, performance products or performance, experiences related to courses.

3.400 Experience must be validated by accepted methods with responsibility upon student to provide proof.

3.410 Accepted methods and proofs include:

3.411 State licenses.
3.412 Performance products.
3.413 Statements from employers specifically stating duties and length of employment.
3.414 Tests, either local or standardized.

4.000 Approval

4.100 Results of Specialist team evaluation would be forwarded to Division Chairman for approval and to Review Committee for final approval.

4.200 Review Committee might approve, reject, or modify evaluation.

5.000 Units awarded and posted to transcript upon graduation.

MIXING GENERAL AND OCCUPATIONAL WORK EXPERIENCE

-MERRITT COLLEGE
-Alze Roberts, Carolyn Schuetz

INTRODUCTION

In an experimental program, under the auspices of Senate Bill 642, students at Merritt College were allowed to enroll in Occupational Cooperative Work Experience Education whether or not their job experience related to their academic coursework. They were placed in groups based on their coursework, thus mixing them with "occupational" students with jobs that were related.

The premises involved in the experiment are the following:

1. There is frequently a very fine line between what is "related" and "non-related" experience. Yet program requirements under California Education Code (Title V) are significantly different for the two groups of students.

2. If students identify meaningful work-related goals and follow through on other regular program requirements, even the "non-related" experience can have measurable educational value.

RESULTS OF FALL 1975

Forty-one (41) students were identified as having "non-related experience (out of a total enrollment of 563). Beyond this initial identification, no special requirements or services were included in their program participation. Any analysis of their performance shows the following:

	Non-related group (n 41)					Total group (n 563)				
	A	B	C	I	W	A	B	C	I	W
1. Grades earned in Cooperative Work Experience Course	/32%	32%,	12%/	/19%,	5%/	/44%	21%,	6%/	/13%,	16%/
		76%		24%			71%		29%	
2. Overall gpa for Fall 1975			2.44*					3.05		
3. Average #units completed			9.54					11.00		

RESULTS OF SPRING 1976

Sixty-three (63) students from Spring Cooperative Work Experience enrollment were identified as having "non-related" experiences. Again, they were put in groups on the basis of college coursework and completed the same program requirements as students with "related" job experience. However, for this semester they were given special attention in the area of extra service. They were assigned to two coordinators with counseling expertise. The coordinators were instructed to pay more attention to career and educational goals of the student in the process of student and employer contacts.

	A	B	C	I	W
1. Grades earned in Coop Work Experience course	40%	14%	1%	24%	21%
	55%			45%	
2. Overall gpa for Spring 1976	2.90*				
3. Average #units completed	8.06				

FALL 1976

The third stage of this experiment is in progress at this writing. Students with work not related to their college studies have been required to enroll in a normal "general" work experience course, with required related instruction as per Title V regulations. Fifty-three (53) students enrolled at the beginning of Fall semester. As of this writing (December 1976), thirty-four (34) of those have dropped the course, with most giving the time required for related instruction activities as the reason.

CONCLUSIONS

Students who work in fields not related to their college studies may not achieve as well as those students who have integrated work and study (see relatively lower gpa and number of units completed). However, the extra counseling offered during the second semester of Merritt's experiment did not seem to improve the completion rate. (As a matter of fact, both completions in Work Experience and total units completed decreased.) Nonetheless, those students who do complete the Work Experience course are hopefully gaining experience and insight they might not otherwise get. If this group is excluded from Coop by program design or by self-withdrawal, we have lost the chance for valuable career education with them.

*Merritt has a non-penalty grading system, with Incompleteness and Withdrawals not counted in the gpa.

VERTICAL ARTICULATION

-ORANGE COAST COLLEGE

MODEL DEVELOPMENT FOR VERTICAL PROGRAM ARTICULATION

Throughout the year we were involved with our feeder high schools in a variety of activities, part of an effort to support growth of K-14 articulation. During the summer, 1975 a joint high school-Orange Coast College sponsored inservice training workshop was conducted for faculty and staff dealing with career education definitions. In April, one high school faculty and staff held their inservice day meetings in our Career Center. During this spring we have hosted several visits from high school student groups who have come to see facilities and observe certain occupational programs such as Marine Technology, Electronics, and Metal Trades. Career Center staff have also been very active in making presentations to feeder school including middle schools.

One coordinator has worked this year with a high school district coordinator and a California State University coordinator in developing an articulation model for cooperative education which would carry a student from high school through community college and on to the four-year school. They are visiting the employer together and report that the idea is well received by employers. The activities have been shared in the conference workshop of the California Association of Work Experience Educators (C.A.W.E.E.).

INTERNATIONAL WORK EXPERIENCE

-WEST VALLEY COLLEGE
-Clyde Reyes, Dr. Gunter Seefeldt

PURPOSE OF PROGRAM

To expose California Community College students to internationally-based work assignments which would provide them with a broad perspecitive of the different worlds of work, while requiring that they supplement their career-related studies with the application of serious foreign language studies. It is West Valley's objective to establish a harmonious bond of these vocational and liberal arts studies by introducing students to real-life situations which would require that they (the students) live-out their "total studies" through the International Work Experience program.

DESCRIPTION OF ACTIVITIES

1. Supervised work stations (by foreign employers)
2. Qualified Teacher Coordinator, Dr. Gunter Seefeldt
3. Intense "pre-assignment" study and preparation requiring stringent qualifications by student.
4. Approximately three preparatory orientations -
   a. *Acquiring visa*
   b. *Student/Parent/College liabilities*
   c. *Academic requirements*
   d. *Emergency information*
   e. *Flight information*
   f. *Finalization of student readiness*

OUTCOMES

The International **Work** Experience program proved, once again, to be extremely successful during the summer of 1976. One hundred and twenty-five students were assinged job stations throughout six different foreign countries during the 10-week cooperative education session.

The 1975-76 school year, in terms of program coordination, was by far the smoothest year yet. The program was marked by fewer than average problems despite its growth over the recent past.

RECOMMENDATIONS

It is recommended that West Valley College pursue a means for shared coordination of the international work experience program. One suggestion is to establish a southern articulation center (perhaps with the Coast district) for coordinating state recruiting and student preparation. Further, a system might be designed to "split" the international job visits between the southern district and West Valley College.

Further, it is strongly recommended that State guidelines relative to out-of-state credit be refined to allow college credit for supervised international work experience programs.

INTERNATIONAL WORK EXPERIENCE - RECIPROCAL PROGRAM

-WEST VALLEY COLLEGE
-Clyde Reyes, Dr. Gunter Seefeldt

PURPOSE OF PROGRAM

To expose students from foreign countries to the California Community College philosophy of Cooperative Work Experience education.

DESCRIPTION OF ACTIVITIES

Coordinated activities of foreign studies-related work experience in community-based job opportunities requiring the keen collaboration of employer, student foster family and West Valley College. Ten-week learning period included:

1. *Supervised work stations*
2. *Qualified teacher-coordinator, Brigitte Steffe*
3. *Orientation to college and community*
4. *Three college sponsored cultural events*
5. *Awards Banquet*

OUTCOMES

Extremely positive community involvement. Program brought forth a community romance with the 22 students involved in the test program. The public relations aspect of the program was most positive and Superintendent-level support was shown throughout to include the Superintendent's active participation at awards night festivities.

RECOMMENDATIONS

West Valley College is committed to expansion of the Reciprocal international work experience program. It is recommended that this program continue to be field-tested and assessed for a period of two more years under SB 642.

SELF-EVALUATION
-ORANGE COAST COLLEGE

SELF-EVALUATION OF PROGRAMS

Self-evaluation of cooperative education at Orange Coast College was accomplished in a variety of ways. A complete report is available upon request. The report deals with the benefits of cooperative education as reported by pre-employment students who began cooperative education experience at the entry level position, evening college students who are generally employed full-time on jobs, and employers of cooperative education students. Generally, the surveys indicated that about 3 out of 10 experienced a grade point average rise as a result of cooperative education enrollment, and 9 out of 10 cooperative education students completed an Associate in Arts degree or certificate program. About three-fourths of former students still use the learning objective technique, mainly because they find it to be an effective technique.

Evaluation of Cooperative Education as seen by evening students was guided by a University of California doctoral candidate intern. The profile gained in this study shows the average student has completed eight units in cooperative education, 24 units within major courses and 20 units of other course work. The range is from 17 years old to 55-plus, with the largest age group in the 26-35 age range (38%).

Employers participaing were supervisors of cooperative education students. Generally, they see co-op as an asset to employers and students, regardless of whether the students were full-time or part-time employees.

The method of identifying learning objectives with employer, student and college instructor all participaing, is the main strength. Employers state their benefits as follows:

Employees energies are more directed as a result of the learning contract
Co-op is great motivator for employees
Learning objectives are useful in upgrading staff
Co-op encourages employees to use the program as a means of upgrading and coming back to school

A program evaluation survey is included as part of the Cooperative Education Student Manual and each student is encouraged to complete the survey and submit it along with report on objectives and a job description.

The evaluation is designed to help determine program effectiveness, areas needing improvement and to validate quality of service provided by cooperative education faculty.

Of the 360 students reponding, 97% had one or more meetings on campus with their assigned instructor, 77% had two meetings, and 46% had more than two meetings. Only 3% reported no meetings on campus. This may be because continuing students enrolling for more than one semester in cooperative education, conduct required business with faculty during the first job site visit. The student manual is designed to be self-instructional and possibly reduces the necessity for an orientation by faculty each subsequent term a student enrolls.

For the student faculty meetings on campus, 67% lasted one-half hour, and 34% lasted for one hour or more.

Regarding the job site visit by faculty, 80% of the students stated that the meetings involved the student, faculty and the employer. Ideally, this traid of members meet twice each term at the job site. However, faculty report that coordinating appointments is difficult for all parties and occasionally results in the faculty-employer meeting without the student being present.

Slightly over half (57%) of the job site visits lasted one-half hour with 34% taking one-hour or more.

Over 98% of all students sampled reported they had grown professionally as a result of working out learning objectives that were mutually agreeable to themselves, their employer and their instructor.

In viewing instructor effectiveness, students rated 71% of the instructors excellent, 24% above average, and 5% average. Only one student rated the instructor as below average.

Although the survey did not ask students to rate employers in any way, 99% reported their employers to be receptive to the Cooperative Work Experience Program.

The survey included an opportunity for student comment on the program. The list of comments is included with survey tabulation. Certain common comments frequently appear. Among them were: a "worthwhile experience", "excellent professors", "beneficial", "more conscious of work".

The instructor/coordinator management and evaluation program was again utilized for the Fall 1975-76 semester. Of the 102 faculty in the program all but two participated in the setting of objectives for themselves with expected outcomes and a plan of action for the attainment of the objectives. More than 90 instructor/coordinators successfully completed the self-evaluation at the close of the semester. For the spring term, faculty were asked to keep a record of various activites they participated in, i.e., the number of hours spent in the coordination of students doing various tasks such as group meeting with students, employer visits, travel, etc.

EVALUATION OF INSTRUCTOR/COORDINATORS

-GOLDEN WEST COLLEGE
-Karl A. Strandberg

PURPOSE OF PROGRAM

The evaluation procedure for instructor/coordinators was designed to help meet a variety of objectives:

(1) to develop a means of evaluating the performance of each instructor/coordinator against the identified role expectations

(2) to provide feedback to instructor/coordinators for planning purposes

(3) identify need areas for in-service training

(4) provide a vehicle for gaining evaluative input from both student and employer regarding co-op program objectives

(5) assist in maintaining educationally sound program standards

(6) be in keeping with the college's philosophy of evaluation (every task performed by professional staff should be evaluated).

DESCRIPTION OF ACTIVITIES

Wishing to respond to the identified objectives, a committee of instructor/coordinators was identified to discuss the ramifications of evaluating instructor/coordinators. The committee agreed early in the process that faculty members, day and evening, should be evaluated on a regular basis regarding their involvement as instructor/coordinators. It was decided, in order to keep the procedure educationally and economically feasible, that questionnaires would be mailed to both students and supervisors as a means of gathering evaluative data. The questionnaire that was developed by the committee was designed to gather information directly related to the role expectations of our instructor/coordinators (please see attached). The evaluation procedure, with accompanying forms, was developed in time to pilot test during the fall and spring semesters of the 1975-76 academic year.

OUTCOMES

During the pilot test twenty-four day faculty and eleven evening faculty were evaluated. We mailed out 456 questionnaires to students and 436 to employers (copies of the results are attached). We were delighted that 55% of our students responded and 49% of our employers responded. The individual questionnaires are tabulated for each instructor/coordinator and a summary sheet including evaluative input from the administrator in charge is prepared for a one-half hour interview with each instructor/coordinator. At this time, the evaluative information is reviewed, this is an important part of the process. The feedback from all participants regarding the field test model has been most positive and resulted in our recommendation that this procedure become a part of the regular evaluation for instructor, involved as instructor/coordinators, on either over-time or part-time assignments. This recommendation was approved by the District Evaluation Committee and will be implementated beginning the Fall, 1976-77 semester. Each instructor/coordinator will be evaluated at least every two years.

RECOMMENDATIONS

Each community college in the state should be required to establish and carry out an evaluation procedure which would enable the periodic self-evaluation of their cooperative work experience program and each of the professionals involved therein.

GOLDEN WEST COLLEGE

COOPERATIVE EDUCATION

MASTER

SUPERVISOR'S ADVISORY REPORT

NAME _____ TITLE _____ DATE _____

COMPANY OR ORGANIZATION _____

COMPANY ADDRESS _____
(number) (street) (city) (zip code)

NAME OF INSTRUCTOR/COORDINATOR _____

As the supervisor of a Cooperative Work Experience student, you play an important role in the development of that student. Our goal is to strive to make certain that you have the administrative support from the College that you need in order to make your participation in the Cooperative Work Experience Program useful and rewarding for you, the student, and your organization. We cannot accomplish this goal without advice and feedback from you. Please take a couple of minutes and use this report form to let us know how well you feel we're accomplishing our own objectives: service to you and your student/employee.

Evaluation of Instructor/Coordinator

Please circle the response below each question or statement which you feel best summarizes your response.

1. How many times during the semester did you meet, personally, with the Instructor/Coordinator who was assigned to your employee.

1	2	3	0	NO RESPONSE	WRITTEN RESPONSE
#31	#70	#12	#2	#2	#1

2. Did the Instructor/Coordinator use the telephone to substitute for personal meetings with you during the semester?

YES	NO
#17	#72

If yes, how often:

1	2	3	NO RESPONSE
# 8	# 8	# 3	#3

3. Did the Instructor/Coordinator ask you about developing some additional Cooperative Education work stations within your department?

YES	NO	NO RESPONSE
#37	#67	#4

. Did he or she leave any literature on the program or a job order card with you?

YES	NO	NO RESPONSE
#53	#65	# 2

. Did the Instructor/Coordinator discuss with you the need for there to be new learning on the job each semester in order for the student/employee to qualify for Cooperative Work Experience credit?

YES	NO	NO RESPONSE
#79	#29	# 4

. How would you rate the Instructor/Coordinator's involvement in helping your Cooperative Education student/employee develop his set of objectives on his job?

EXCELLENT	STRONG	ACCEPTABLE	BELOW EXPECTATIONS	POOR	DON'T KNOW	NR*
#32	#45	#20	# 5	# 3	# 5	# 1

. How would you rate your understanding of the student/employee evaluation process and your role in it?

EXCELLENT	STRONG	ACCEPTABLE	BELOW EXPECTATIONS	POOR	DON'T KNOW	NR*
#29	#50	#29	# 1	# 4		# 2

. Was a copy of your student/employee's objectives left with you after your initial meeting with the Instructor/Coordinator?

YES	NO	NO RESPONSE
#102	# 9	# 2

. Was a copy of the final evaluation of your student/employee's achievement on the objectives left with you after the final evaluation meeting between you and the Instructor/Coordinator?

YES	NO	NO RESPONSE	WRITTEN RESPONSE
# 77	#28	# 7	# 1

. What is the overall rating you would assign to the quality of the meetings you had with the instructor/coordinator who was assigned to oversee your student/employee's Cooperative Education experiences.

EXCELLENT	STRONG	ACCEPTABLE	BELOW EXPECTATIONS	POOR	NO RESPONSE
#41	#44	#18		# 7	# 5

No Response

Evaluation of Cooperative Education Program in General

1. How would you rate the relationship between your student's Cooperative Work Experience objectives and your own job requirements.

EXCELLENT	STRONG	ACCEPTABLE	BELOW EXPECTATIONS	POOR	DON'T KNOW	NR*
#39	#51	#22	# 1		# 1	# 1

2. How would you rate the relationship between your student's work experience objectives with his/her career plan.

EXCELLENT	STRONG	ACCEPTABLE	BELOW EXPECTATIONS	POOR	DON'T KNOW	NR*
#43	#42	# 4	# 1			# 2

3. What is your individual judgement concerning the merit of our Cooperative Work Experience Program.

EXCELLENT	STRONG	ACCEPTABLE	BELOW EXPECTATIONS	POOR	DON'T KNOW	NR*
#40	#51	#18	# 3	# 3		# 1

4. What is the reputation of the Cooperative Work Experience Program within your department?

EXCELLENT	STRONG	ACCEPTABLE	BELOW EXPECTATIONS	POOR	DON'T KNOW	NR*
#30	#44	#19	# 1	#15	# 5	# 2

5. Did you note any change in your student/employee as a result of his/her participation in the Cooperative Work Experience Program in the following areas:

Job Performance	Positive	104	Negative	1	No Response 6
Attitude toward job	Positive	100	Negative	2	No Response 4
Job Motivation	Positive	95	Negative	3	No Response 3

Do you have any additional comments about your employee's job performance, attitude toward the job, job motivation?

_____

_____

_____

_____

_____

PLEASE RETURN TO: Golden West College
Cooperative Education Office
15744 Golden West Street
Huntington Beach, CA 92647

55

GOLDEN WEST COLLEGE

Part-time and Day Faculty combined)

-STUDENT EVALUATION OF INSTRUCTOR/COORDINATOR-

NAME OF COMPANY _____ MAJOR _____

Including this semester, how many semesters of Cooperative Work Experince have you been enrolled in? (1) _____ (2) _____ (3) _____ (over 4) _____

City in which you work: _____ Part-time Job _____ Full-time _____

Name of Instructor/Coordinator _____

DIRECTIONS:

The primary goal of the Cooperative Education Instructor/Coordinators and staff to provide a high level of educational service to all Cooperative Work Experience students. In order to accomplish this goal, we need your help. We want to know where the program is succeeding and what areas of service you feel could use improvement. Please take a couple of minutes to answer these brief questions. Check which reponse you feel is the most appropriate for each question and then add your own individual comments at the end of the second page.

1. When did the Instructor/Coordinator first make contact with you?

   212 during the first six weeks of the semester

   14 during the sixth to tenth week of the semester

   2 later than the tenth week of the semester

2. How would you rate the Instructor/Coordinator's over-all attitude toward the Cooperative Work Experience Program?

   176 very enthusiastic and supportive

   143 generally interested and helpful

   1 little support - just went through the motions

   0 bored and indifferent

3. At my meetings with the Instructor/Coordinator, there was:

   202 sufficient time to deal with all questions

   21 most points were covered

   2 meeting was satisfactory but additional time was needed

   0 coordinator appeared rushed and short of time

4. The Instructor/Coordinator's assistance in helping me understand learning objectives was:

120 extremely helpful and informative

73 clear and informative

3 satisfactory

_____ unclear and confusing

5. How many times did the Instructor/Coordinator meet with you during the semester? (check appropriate response for both on and off the job meetings.

I. ON THE JOB

50 one time 89 two times 22 three times 52 NR

II. OFF THE JOB

39 one time 89 two times 76 three times 12 NR

4 more than 3

6. How helpful was your Instructor/Coordinator's coordination in clarifying your understand of the following:

a. Cooperative Work Experience Program

210 clear understanding

3 unclear on certain points

1 confused

1 No Response

b. Student Report requirements

203 clear understanding

13 unclear on certain points

1 confused

1 No Response

c. Use of percentage (%) value column in my objectives

195 clear understanding

18 unclear on certain points

1 confused

3 No Response

d. Self-evaluation of my achievement of my job performance objectives

203 clear understanding

8 unclear on certain points

_____ confused

3 No Response

. How would you rate the Instructor/Coordinator's grading process?

189 fair and impartial, principally based on my work experience objectives

3 uneven, only partly based on objectives

4 very subjective

14 No Response

. As specifically as you can, state some particular strengths and/or weaknesses in your Instructor/Coordinator which stick out in your mind

_____

_____

. Any additional comments:

_____

_____

PLEASE RETURN TO: Golden West College
Cooperative Education Office
15744 Golden West Street
Huntington Beach, CA 92647

PUBLIC SERVICE VOLUNTEERS
-ORANGE COAST COLLEGE

EXPERIENTIAL EDUCATION THROUGH COMMUNITY SERVICE

The Volunteer Bureau is a service for all OCC students, jointly funded by the Associated Students and the Coast Community College District.

The importance of career exploration; the chance to apply skills learned in the classroom, gain practical experience and awareness of community problems, and exposure to "real" work situations is being more and more realized by students, educators, and the community. The students benefit and the needs of the community are served. Many OCC courses now require or offer the option of service learning or field work as an outside class activity. Four-year college and university programs - occupational and physical therapy, education, and others - usually require documented volunteer work in the field before admitting students. Verification forms are provided to students by the Volunteer Bureau. Volunteer positions may qualify for work experience credit which is usually transferable to California State Colleges and Universities, and many private colleges.

The Volunteer Bureau acts as a central clearinghouse for volunteer opportunities available to students on campus and in the community. Opportunities are posted in the Career Center, notices sent to pertinent classes, presentations made to classes, and other means of publicity are used as needed. Students are advised as to the best position for their particular needs. Contact with community agencies is maintained through phone, mail, and personal visits. Students are called after referral to check on placements and an evaluation is sent each semester to the volunteer and the agency.

Major accomplishments of 1975-76 were:

Job development and recruiting were implemented through agency visits, student and faculty presentations, publicity, and evaluations sent to agencies and volunteers.

Approximately 95 student volunteers were placed into cooperative work experience.

Over 200 certificates of appreciation were sent to volunteers who gave 20 or more hours of service.

Twenty-six volunteers received awards at OCC's Honors Night.

Seven additional faculty offered students academic incentives for volunteer work. Many are considering this for next year.

Under special provisions of Senate Bill 642, cooperative education participation was made available to at least 100 non-occupational majors involved in public service volunteer activities. Through April 1976, over 700 students have been referred to campus and community programs. Many more have gone directly to the agencies due to publicity and presentations. Placement of 470 has been verified. Records indicate 86 students have enrolled in work experience. All students were given the opportunity to enroll under provisions of Senate Bill 642 which related to occupational and non-occupational majors alike.

STUDENT VOLUNTEERISM

-HARTNELL COMMUNITY COLLEGE
-Donna Davenport

PURPOSE OF PROGRAM

To promote the concept of volunteerism and community service at the college.

To involve students in volunteer service to the community.

To make volunteering a learning experience for the student.

To help create a spirit of "unity" on the campus.

To expose students to a variety of jobs and professions in order to help them make their career choice.

To bring the community and Hartnell students closer to the full realization of what volunteering today is all about.

DESCRIPTION OF ACTIVITIES

-I visit classes and groups and orient them to volunteerism.
-I recruit and place students in volunteer positions that they are best suited for.
-I serve as a Student Volunteer Bureau public relations representative when needed.
-I designed a certificate for each volunteer to express appreciation and encourage volunteering.
-I re-vamped "Get The Most From Your Service Learning Experience" and geared it to Hartnell students to clarify the process and responsibility of becoming a volunteer.

OUTCOMES

-We ended the year with 77 volunteers registered through the bureau.

-I recruited an assistant during the year to work in the cafeteria and help expose the volunteer bureau to the students.

-Our bureau now has a name - H.A.V.E. which means HARTNELL ACTIVE VOLUNTARY EFFORT

-We had a toy drive in December to help the underprivileged children in the area. Many students contributed toys.

-The Big Buddy Program was emphasized and four students signed up for the program and many became aware of the need and will sign up this Fall.

-The Probation Department drew the most interest from the students here at Hartnell. Over half our volunteers were Administration of Justice students and benefited from their volunteer placement.

-We contacted and are working with 37 agencies in Salinas.

-A third grade Albino girl was falling behind in her school work and needed a special one-to-one relationship which the bureau provided. This child is doing (90%) better now.

-With the use of various media the students are now much more aware of what volunteerism is all about as are many agencies who were not before.

The year was very much a success!

RECOMMENDATIONS

I feel the Volunteer Bureau needs alot of exposure which will only come if the bureau is located in a central spot on campus. The location was a slight draw back this year in order to fully be a service to the students.

The N.S.V.P. seminar was a tremendous asset to me as coordinator and I highly recommend funds being set aside strictly for this purpose.

Having a "central clearing house" for volunteer bureaus to call when a need arises would be very helpful. Possibly located in central California to benefit all of California.

HUMAN SERVICES INTERNSHIP

-HARTNELL COMMUNITY COLLEGE
-Janice Solorzano

PURPOSE OF PROGRAM

The program had two purposes:

1. The first goal is to enable the student to explore career possibilities within the human services field. This was accomplished by classroom description, field trips and arranging for students to spend time at various agencies and see their operations first hand.

2. The second purpose is to train the student to preform the information and referral functions required of human service personnel. A student completing the course will be able to analyze different client problems and define which area resources could best be used to help the client.

DESCRIPTION OF ACTIVITIES

Forty different public services agencies in the Salinas Valley agreed to team a Hartnell student with one of their staff and allow the student to observe agency activities first hand. The time a student spent at any one agency varied from four to thrity-two hours. The students were free to choose their own field placements. The program also included group field trips, individual career counseling sessions and a weekly class.

OUTCOMES

The program tapped a tremendous willingness within the community to allocate both time and effort to help train potential new workers. The development of such training resources represents the programs most valuable outcome.

The students were given anonymous evaluation forms to give program feedback. All feedback was very positive. One question asked:

(5) *You are an administrator. The field experience class cost twice as much to put on as a regular class, would you:*

a. cancel it
b. look for ways to cut costs and bring it into line with the others
c. schedule a class anyway, feeling it will be twice as valuable to students as a regular class

All returned forms circled "c".

RECOMMENDATIONS

The programs demanded so much coordinating time that the instructor spent 15¼ hours per student. Since most of the agency ground work has been laid, future classes could be larger improving the cost/efficiency ratio.

We do not yet know whether the cost-per-student can be reduced enough to justify in instituting the program on a regular basis. A more extensive report on the experiment is presently under study by the Hartnell Human Services Department.

HUMAN SERVICES FIELD EXPLORATION

COMPETENCIES, Career Exploration

-By the end of the semester, the student will have complied a list of fifteen local positions within the Human Services which have entry level qualifications that are consistant with the students academic aspirations. For example, if the student plans to obtain an A.A., he/she will list fifteen local positions that are usually filled with A.A. Degree graduates.

-By the end of the semester each student will have written information on both the published and actual hiring procedures for each of the above mentioned positions.

-By the end of the semester each student will have value ranked possible career opportunities and will be able to state three positions which the student prefers and which represent realistic career goals.

-By the end of the semester the student will write a short coherent plan of action to obtain two possible counseling positions. The student will demonstrate an ability to formulate such strategies, but need not implement them. (The information needed in the plan is outlined in appendix D).

COMPETENCIES, Community Resource Referral

-Given a list of Social casework problem situations the student will be able to describe 80% of the appropriate community resources that can be used to aid the client.
-The student will be able to describe procedures for making an effective inter-agency referral.
-Given the names of fifty organizations in the Salinas area the student will be able to describe the agencies main purpose and method of use.
-The student will be able to describe ten agencies in the Salinas area giving detailed descriptions of various activities.

SUNRISE HOUSE READING TUTORING PROGRAM

-HARTNELL COLLEGE
-Dan Villarreal, Linda Naliboff

PURPOSE OF PROGRAM

The purpose of this program is 3 fold:

1. Provide individualized reading tutoring to increase the reading ability of individuals referred by school personnel, probation officers and parents.

2. To provide a primary prevention service to the area youth. In addition to serving as reading totors the Hartnell students will serve as role-models and in many cases will fulfill a need that parents and the school system have been unable to meet with these particular individuals.

3. Provide Hartnell students with the opportunity to apply their knowledge and skills acquired in the classroom in a field setting.

Each tutor will be directly concerned with the academic, psychological, and sociological development of their respective tutees.

DESCRIPTION OF ACTIVITIES

A. Complete 20 hours of intensive training in specialized reading/ tutoring skills and interpersonal communication skills.

B. Contact tutee to set-up schedule for tutoring sessions.

C. Administer pre-test; wide range achievement tests and phonics inventory.

D. Tutor twice weekly for 2 hours each session for a period of 16 weeks to coincide with the semester

E. Meet once a week for one hour with supervisors and other tutors for on-going training and problem solving sessions

F. Keep a folder containing the weekly lesson plans and examples of the tutee's work done during the semester

G. Administer post test; wide range achievement test and phonics inventory

H. Evaluation

PEOPLE DYNAMICS (SOCIOLOGY OPTION)

-MERRITT
-Glen R. Vaughan

PURPOSE OF PROGRAM

This approach to Coop was offered as an option to any student wishing to enroll. The staff member assigned has a credential in sociology and ethnic studies.

(1) Have students become more aware of their places of employment and the people who comprise its labor force.

(2) Seek to make the work environment a more people-oriented place and experience

(3) Attempt to coordinate and utilize the learning experience derived from both work and school settings.

(4) To become more familiar with people-oriented services, and benefits provided by employers/the job

(5) Foster a spirit of sharing and creating among fellow employees towards the end of a better work environment that provides for other than financial needs.

DESCRIPTION OF ACTIVITIES

(1) Individual Counseling Session or Sessions with each student to discuss the following:

(a) concepts of people dynamics - Coop Ed program
(b) individual projects
-goals
-objectives
to be developed and presented

(2) Site Visits

(a) to see some students in action
(b) keep supervisor abreast of development in program and to coordinate work/school experience
-some very creative and informative projects
-feedback from students that they gained some real insights into their world of work

(3) Twenty-three students enrolled in the course for Spring semester 1976. Only ten students completed all requirements for credit. (This non-completion rate is higher than other Coop areas.)

RECOMMENDATIONS

(1) Make the program a regular class to be offered as part of the coop ed experience

(2) More orientation work needs to be done with students in this area to clarify the ways in which it is different from the normal Coop procedure of setting work-related objectives.

(3) A better method of employer evaluation needs to be developed for this group. Some employers had difficulty relating to the project or study concept as opposed to the normal work-related objectives.

(4) Students developed the actual project discussed as partial fulfillment of Coop Ed (People Dynamics) requirements. The following are sample projects*:

(a) demographic studies of the work environment and area it serves
(b) peer/fellow employee surveys to determine some ways to make work environment more of a positive experience for all employees
(c) research into the structure (personnel structure) and hierarchy of their place of employment and what human effect they might have on the employees that comprise the structure

*Projects which seek to make the work environment a more people-oriented one.
Students wrote up their findings at the end of the semester.

PRIMARY CARE ASSOCIATE PROGRAM

-HARTNELL COLLEGE
-Ken Holback

PURPOSE OF PROGRAM

The purpose of the program is to train individuals who will function in association with physicians in the maintenance and delivery of primary health care to medically underserved communities (provide health care to areas of need).

DESCRIPTION OF ACTIVITIES

The Primary Care Associate Student will be exposed to a curriculum which combines the traditional concepts of both physician assistant and nurse practitioner training. Specifically, these needs include skills in history-taking, physical examination, basic laboratory techniques, minor diagnostic and therapeutic procedures, and patient counseling and education.

OUTCOMES

Graduates of approved programs of instruction in primary health care who have passed the certifying examination administered by the National Board of Medical Examiners are allowed to perform direct care services under the supervision of primary care physicians approved by the State Board to act in such a capacity and in accordance with the existing Physician's Assistant regulations now incorporated into the California Administrative Code in accordance with Section 2522 of the Business and Professions Code.

Hartnell Community College has an internship going with Standford University to train physician assistants. A two-year on campus project with medical instruction for actual hands on experience is currently underway on this campus. After two years of medically related instruction, observation and hands on experience, the student transfers to Stanford for one year of continued instruction. A total of ten units of Cooperative Education is currently being programmed for future primary care participants. A greater relationship between Stanford and Hartnell exist, and both schools have agreed to expand the program by enrolling our students into additional units of Cooperative Education.

RECOMMENDATIONS

Since the Primary Care Associate Program is a two-year program, (first year is devoted to preclinical course work at Hartnell College, and the second year to clinical instruction coordinated through Foothill College and Stanford University Medical Center), it is strongly recommended that the second year be kept free of part-time employment obligations - - even though part-time employment may be possible for those students who have a majority of the first year courses.

MOVEMENT FROM ALTERNATE TO PARALLEL WITHOUT 12 UNITS INTERIM

-GOLDEN WEST COLLEGE
-Karl A. Strandberg

PURPOSE OF PROGRAM

One of the representatives from a feeder college requested that one of the members of the Consortium field test the viability and educational soundness of allowing a student to move from one co-op plan to another, in sequential semesters, and receive co-op credit without first completing 12 units of other course work (as is presently mandated by Title 5 of the California Administration Code).

DESCRIPTION OF ACTIVITIES

During the 1975-76 academic year we have granted credit to three students who were allowed to transfer from an alternate semester program during the summer to a parallel program duirng the following fall semester without first completing 12 units of other course work. This was supported by the assigned instructor/coordinator and the supervisors in each instance. In one instance, a student was placed in what initially was to be a summer only experience, but because of the student's excellent performance and the supervisor's willingness to continue the position on a part-time basis the student moved from an alternate experience in the summer to a parallel experience in the fall (receiving 8 units of credit for summer and 4 units for the fall). In the other two instances, the students were in alternate semester experiences in the summer, after earning co-op credit in the previous spring in the parallel plan, without first completing 12 units of additional course work.

OUTCOMES

Our feeing is that it is both educationally sound and provides a college the flexibility needed to respond creatively to the demands of both the student and employers, to be able to facilitate a student moving from one co-op plan to another without first completing an arbitrary number of units of other course work.

RECOMMENDATIONS

Even though our experience is rather limited, we are most willing to recommend that the 12 units of other course work required of a student as they move from one co-op plan to another, be eliminated in Title 5 of the California Administrative Code.

PEER COUNSELORS COOPERATIVE EDUCATION

-PASADENA CITY COLLEGE
-Dorothea Emerson, Counselor

PURPOSE OF PROGRAM

Peer Counseling provides a training program for students planning to enter the helping fields. Insight into professional responsibilities of counseling are experienced by working closely with the Counseling staff. Career information will be studied and reviewed in class. Peer counselors become a pool of qualified people upon whom the counseling department may draw upon to help in appropriate ways when a counselor might request their aid in working with students, high schools, classes orientation, etc.

DESCRIPTION OF ACTIVITIES:

The concept of learning by doing is practical in a micro-lab setting of class-workshop. Attending behavior and responding behavior are practiced and demonstrated on videotape. Large group sessions and individual interview are helping peer counselors gain insight into their own feelings and skills of relating with others.

OUTCOMES

In general to help others help themselves by extending the services of counseling. Peer Counselors will develop communication skills, grow in self insight and gain knowledge about career and education.

RECOMMENDATIONS

1. Additional stipend or pay needed for trained peer counselor
2. To extend services to other areas on campus
3. To increase enrollment when well established

OPEN ENTRY, OPEN EXIT PROGRAM DEVELOPMENT

-HARTNELL COMMUNITY COLLEGE
-Jerry Kjeldgaard

PURPOSE OF PROGRAM

To allow flexibility for students to enroll in special Cooperative Education projects any time during the year.

DESCRIPTION

Students can request consideration for enrollment in an Open Entry, Open Exit program any time during the semester. The student must personally apply in the Cooperative Education Director's office for initial screening. If the program has merit, the director will then ask a member of the faculty within the discipline, example - - psychology, biology, etc., they then meet with the student and verify the learning objectives component within the project. If the faculty member, the student, and Director of Cooperative Education approve the project, then a contract will be drawn up for all to sign. The faculty member will work directly with the student and grade him/her on the finished product.

OUTCOMES

Hartnell Community College, under the auspices of the student volunteer program, has established an open entry, open exit volunteer concept. Students may volunteer anytime during the semester and receive pro-rated academic credit depending upon the depth and breadth of the volunteer project. The faculty, coordinator and the agency receiving the volunteer hours work with the Director of Cooperative Education to establish credit. During the 1976 year, Hartnell had 32 students participate for academic credit; however, 118 students volunteered their services in 28 areas of the community for no credit. Already this year, 92 students have volunteered for the Fall Semester of 1976 and 47 of those students are volunteering for academic credit on the Open Entry, Open Exit bases. Academic credit is based upon the instructional package and is not confined to 75 hours per one unit of credit.

HOLIDAY MINI COURSE

-MERRITT COLLEGE
-Carolyn Schuetz, Alze Roberts

PURPOSE OF PROGRAM

To allow students to use short-term holiday period work experience as a credited learning experience. There was also the intent to help students find meaningful employment during the Christmas holiday break.

DESCRIPTION OF ACTIVITIES

Working with the college Placement service, the Coop Ed department identified short-term jobs that could be used for credited experience. A flyer was also distributed campus-wide to inform students who might have found their own employment. Students who enrolled for credit had a conference with a Coop Ed staff member and identified short-term learning objectives. Employers had to approve the learning objectives, verify the number of hours worked, and evaluate the student's performance. Students submitted an essay at the end of the period (November 24 - January 9). Credits were granted on the formula of 75 hours work per semester unit. Grades were determined on the basis of employer evaluation and student essay.

OUTCOMES

Twelve students enrolled in the course. Their work was either a short-term job for the holiday season or a special holiday - period project within an on-going job. Several of the projects were especially interesting - a youth activity program for students in the community park; an observational study of holiday depression at a mental facility; airport and retail store rush season activities.

RECOMMENDATIONS

Although the group served was small, the program was worthwhile. It took minimal additonal staff time, since normal conference and employer contact procedures were handled by existing staff. A few of the students might not have had an opportunity for this kind of self-analysis and credited experience without the program because their jobs did not coincide with enrollment periods for the regular semester Coop course.

SHARED COORDINATION

-MERRITT COLLEGE
-Carolyn Schuetz, Merritt/Hugh Stanton, Ohlone

PURPOSE OF PROGRAM

To investigate the feasibility of sharing the staff coordination of Coop Ed students enrolled in two different colleges. Staff travel and difficulty of employer contact are problems when students work some distance from the campus at which they take classes.

DESCRIPTION OF ACTIVITIES

Six students were identified who had applied for Coop Ed credit at Merritt, but whose job location was in the Ohlone District. Merritt staff had student conferences to establish work-related objectives. Forms were forwarded to Ohlone. Ohlone staff made on-site visit to employer and reported back to Merritt.

OUTCOMES

1) Because the employer was one with whom the Ohlone program had close and frequent contacts, the Ohlone staff member was able to give helpful suggestions to Merritt regarding appropriate objectives and employer involvement.

2) Again, becuase of frequent contact on behalf of Ohlone students, the additional contact on behalf of Merritt students required limited additional effort.

3) The students involved experienced lack of continuity between campus and employer contacts.

RECOMMENDATIONS

Because of the expense and inconvenience of extended travel for employer contact, this shared effort is worth exploring further. However, safe guards for integrated student experience are necessary. Also, reciprocal arrangements or financial reimbursements need to be made so that both colleges benefit.

COMPREHENSIVE CO-OP EDUCATION MODEL

-GOLDEN WEST COLLEGE
-Karl A. Strandberg

PURPOSE OF PROGRAM

We at Golden West College have worked to broaden the definition of cooperative education to include, organizationally, a number of program areas. The purpose of bringing these various program areas together includes developing an organization which reflects our philosophy of cooperative education and which enhances the efficiency of the services provided to both students and employers.

DESCRIPTION OF ACTIVITIES

During the 1975-76 year we created an organization which included five program areas: Special Assistance, Financial Aids, Placement, Cooperative Work Experience and Volunteer Service Learning. Administratively, the unit is headed by an Associate Dean, who reports to the Dean of College Activities, as does the Associate Dean of Counseling.

OUTCOMES

Cooperative Work Experience credit is granted to students at Golden West College who are enrolled in either day or evening courses, who work on either full-time or part-time jobs, or who serve in a volunteer capacity. One of the functions of the Placement Center is to assist students enrolled in the various occupational programs to identify part-time jobs which will qualify them for work experience credit. Too, there is a strong relationship between our Volunteer Service-Learning and Co-op in that we grant Co-op credit for volunteer experiences. The inclusion of Financial Aid and the Special Assistance Program (EOPS) in our Co-op model has enabled us to better serve the disadvantaged students and to begin to develop off-campus college work study positions for which Co-op credit is granted. The development of off-campus college work study stations is an administrative function and once a student has been approved by the Financial Aid office they are referred to the Placement personnel for placement. The comprehensive Co-op model has, in fact, allowed us to more efficiently respond to the many needs of our students and employers.

RECOMMENDATIONS

The Chancellor's Office should conduct or encourage professional organizations to conduct in-service training in the support of the development of comprehensive Co-op models at the various community colleges throughout California.

"SURVIVING IN THE WORLD OF WORK" - VIDEO TAPE SERIES
-PASADENA CITY COLLEGE

MAJOR OBJECTIVES

- to make available 30 color T.V. tapes by June 15, 1976 dealing with different jobs and vocations
- to disseminate these tapes to PCC students desiring to know about 30 diverse occupations; how to prepare for a career; college preparation needed; practical experiences on the job
- to place tapes in the new "Career Center" to be used individually in cassette form
- to be used by 74 Cooperative Education Teachers during their classes (involving target) population of 3,000 students
- to interchange with other two and four year colleges (only cost is the dubbing of the tapes)
- to appear on Channel 7, interspersed with the Instructional Television shows (eventually could be used as a course for credit. Two units for 30 shows - - - 3 units for 45 shows)
- to have "hands on" production and engineering by our (PCC) Telecom students
- to use PCC's studios and equipment
- evaluation is built in that survey sheets would be given to students, teachers who perform plus those who observe in classes and the "Career Center"
- to use a tool for counseling
- to submit as a "pilot" for funding H.E.W. projects in Cooperative Education
- to be shown on closed circuit on PCC Campus

This project would bring together experts in the specific occupations, advising students who desire to pursue a specific career.

Care that these shows would not be dated, but general in scope and application.

These shows would be prepared by Mr. Keane's Telecom lab class - two every Wednesday.

The proposed shows would encompass the following job areas:

(1) Cooperative Education
(2) Placement and Employment Opportunities
(3) Journalism - Communications
(4) Volunteers
(5) Undecided Majors

(6) Television Employment
(7) Cosmetology
(8) Secretarial
(9) Public Relations
(10) Counseling and Peer Counseling
(11) Teaching
(12) Early Childhood Education
(13) Affirmative Action
(14) Electrical (electricity)
(15) Attorney
(16) Doctor
(17) Administration of Justice
(18) Architects
(19) Certified Public Accountants and (P.A.)
(20) Insurance Agent
(21) Workmens' Compensation - Social Security - Pensions
(22) Auto Mechanic
(23) Buyers
(24) Nurse (RN - LVN)
(25) Retail Store Manager
(26) Social Worker
(27) Fireman
(28) Printer
(29) Engineer - Civil - Industrial - Mechanical
(30) Hotel Manager
(31) Music
(32) Art
(33) Dance (Ballet - Modern - Jazz - Tap)

Statement from department chairman indicating the sigrificance of the project to the department's instructional program:

This concept is unique in that it provides students with a hands on experience in television production. To my knowledge, there is no other college or university in the country who can provide this type of service to the following:

(1) *College or University Staff*
(2) *Students enrolled at these colleges and universities*
(3) *Sharing this information with secondary schools*
(4) *Inservice for the various departments offering a specific course*
(5) *Can be telecast to the general population in a given area*
(6) *PCC will be thrust into a position of leadership using this type of instructional package.*

To develop this proposal will be outside of the daily responsibilities of Dr. Osoff whose primary function is to supervise the instructional staff of the department.

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CAREER STUDIES

-WEST VALLEY COLLEGE
-Clyde Reyes

PURPOSE OF PROGRAM

To develop a diverse classroom curriculum which would offer students a selection of courses tailored to their individual needs.

DESCRIPTION OF ACTIVITIES

Preparations and submission of internal instructional development proposal for Career Studies. The proposal was one of five projects funded resulting in five major video cassetts productions, self instruction packages, and designs for an effective role playing model. The Career Studies instructional development grant was approved for two years of funding.

OUTCOMES

Completion of two of the approved five video-cassettes, The Value of Being Aware of Self, Interviewing Techniques, which will be assessed during the Fall, '76 Semester. Completion of preliminary instructional materials for role playing and presentation of some of these instructional products at the State CAWEE Convention in Palo Alto.

Interest in the uses of instructional processes in Career Center has resulted in an invitation for West Valley College to present its development work at the Commissioners National Conference on Career Education in November, 1976.

RECOMMENDATIONS

It is recommended that West Valley College continue to pursue the development and assessment of Career Studies by arranging for products to be field-tested by participating SB 642 Consortium college during the school year 1976-77.

EMPLOYMENT SERVICES

-ORANGE COAST COLLEGE

Employment Services, including placement, account for the greatest traffic in the Career Development Center. Over 16,000 individual job referrals were made during 1975-76 with a record placement success of 3,187 - 20% of those referred. Community awareness of the service increased and resulted in a 150% growth in the number of jobs listed with us by employers.

A media package was developed which defines the employer's role in cooperative education. The slide/sound package is for use by the instructor/coordinator on visits to the employer at the job site. This slide presentation can be shown on a portable Cameramate projector, lasts about eight minues, and comes with a descriptive brochure which is left with the employer.

INCREASED PLACEMENT IN JOBS RELATING TO EDUCATIONAL AND OCCUPATIONAL OBJECTIVES

A successful Job Search Techniques program was conducted for interested job searchers, including students studying under C.E.T.A. programs, and which reached some 3000 students. Job developers also visited over 70 employers to share information about our placement services.

The Career Center at Orange Coast was open during the evening for the entire year and witnessed a traffic of over nearly 8000 students, many seeking employment assistance. Over 3800 referrals for full-time employment were made, a 70% jump over last year.

INCREASED COOPERATIVE-CAREER PLACEMENTS THROUGH ON-CAMPUS INTERVIEWS

During the year we hosted employers in small groups to build rapport and gain feedback. It has been a delightful experience. In these early morning meetings, we get acquainted, tour the Career Development Center, view a slide/sound package on Co-Op and discuss its strengths and weaknesses. The meetings have resulted in job placements.

A wide variety of activities take place in the Career Development Center which aid in bringing students in contact with employers. Over 120 orientations were given in college classes which described opportunities in cooperative education, another 41 presentations were given in the Psychology 100 course seminar classes and seven spotlight career seminars were conducted which brought employers and representatives to the campus from the National Alliance of Businessmen, recreation, marine science, avaiation, consumer fields, and insurance.

In the Special Summer College Awareness Program, the Career Center employment staff secured 200 jobs with local area employers whose businesses represented career growth opportunities in Orange County. Students were matched to the jobs, attended class during morning hours and were bussed to work stations for afternoon hours. The plan is to provide exploratory work experience for these students which may aid in making some career objectives.

RESEARCH INTERN

As part of her doctoral studies at the University of California, Los Angeles, Joan Klubnik was attached to the Consortium as a research intern for 1975-76. Her training and insights, as well as the assigned time she had available, were valuable for the Consortium during this year. Her personal description and evaluation of her activities follow:

> The internship was developed to permit an EPDA awardee (UCLA, Ed. D. program) to participate in Consortium activities to learn first hand about the operation of cooperation programs throughout the State. An additional goal of the internship was to expand the scope of research, or at least the dissemination of the research, being done by Consortium schools.
>
> Projects were of a writing and research nature. Three major activities were pursued; each is described below.
>
> 1) A series of factsheets was initiated. The first reviewed the results of an earlier survey of cooperative education programs throughout the State. The purpose of the factsheets is to share Consortium activities with cooperative education personnel throughout the State.
>
> 2) A needs assessment instrument was designed to survey students in the cooperative education program to gain more information about their prior work experiences, reasons for enrolling the program, and their reaction to specific aspects of the program. The instrument was administered at one college; the data collected will be shared in a future factsheet.
>
> 3) A followup survey of schools offering the alternate plan program was conducted in an effort to gain more information about the status of the alternate plan throughout the State. Again, the data will be shared through a factsheet.
>
> Outcomes were two sided. The intern gained insight into activities of various community colleges in the area of cooperative education and had the opportunity to participate in studies being conducted throughout the State. Conversely, the activity broadened the Consortium to the extent that it added a new dimension to its activities because one individual could be charged with doing research desired by Consortium schools.
>
> This activity should be continued next year. The first year was a learning experience; by the end of the year Consortium members were beginning to identify areas of research that should be explored in the future. Projects should include schools throughout the State. Two or three major projects should be identified for the year; these should be established early so that ample time can be given to each. Other smaller projects can be included as time and need dictate.

SURVEY OF THE ALTERNATE PLAN

The alternate plan of Cooperative Work Experience Education was devised to allow students to work full time at a job related to their educational major or occupational goal and to still receive college credit. If offers up to 8 units of credit in any one semester as opposed to the typical 4 units offered under the parallel plan. Alternate semester is available to any California community college that includes the program in its District Plan for Vocational Education. Up until now the response to the alternative has been limited. During 1975, and again in 1976, the Consortium polled college personnel to determine the status of the plan. Both surveys requested the same information from those schools that offered the alternate semester plan during the two years. The results are summarized below.

Total Number of Responses	# 26	(1975)	# 22	(1976)
Number of students enrolled in program summer	219		362	
fall	36		60	
spring	62		40	
Offer program but no enrolled students	11		7	

Field of study (top 5 areas ranked in terms of enrollment)

Agriculture	Agriculture
Business	Business
Forestry	Forestry
Recreation	Police Science
Language	Recreation

Special staff members assigned to development of programs?

Yes	5	8
No	19	11

Specialized promotional efforts/activities.

1976	1975
-p.r. effots with industry	-p.r. and development work with employers to build up a group that will support the program
-awareness built in students of program	-awareness in school coordinators of the program and its potential
-publicity materials made available to all coop parties	

A comparison of the two years indicates a slight increase in enrollment and a drop in the number of schools with the program on record but not in operation. There was also a broadening of efforts in 1976 to expand the program. Areas of concern, lack of student and employer receptivity, remained the same; however, schools seem to be making more effort to overcome problems and to expand the program.

In 1976, a second part was added to the survey; it was directed to schools that were not currently offering the program. The purpose of this portion of the survey was to determine if schools that do not offer the program have interest in it and to determine what school personnel know about the program and what they would be interested in learning. A summary of the responses from these schools follows.

Total number responding 29

Has the alternate plan been offered at the school in the past?
- Yes 6
- No 23

Reason for discontinuance
- -lack of student interest and insufficient job sites

Are you considering the use of the alternate plan in the future?
- Yes 18
- No 11

Reason for non-consideration
- -too much effort to develop relative to response
- -no interest on the part of students and/or employers

Do you feel you have enough information about the laternate plan?
- Yes 14
- No 14

If yes, how did you learn about the program?
- -research done by school personnel
- -personal contacts at State and regional meetings with persons involved with programs

If no, what additional information would interest you?
- -specifics about operation of programs
- -information on recruitment practices (student and employer)

What would be the best source for this information?
- -interaction with persons administering successful programs
- -more written material about what is being done with various alternate programs throughout the State

A very generalized summation of what was found in the two surveys is that the alternate semester program is being offered in California but is having limited success. What can be said about the program is limited by the low response rate of program directors. It is hoped that the sharing of results will encourage more administrators to take the time to respond so that stronger statements about programs can be made. Based on responses, the biggest problems with the program seem to occur in the areas of lack of student interest and in the difficulty of recruiting employers for the program. Many respondents indicated that they believe that the concept was good and that it was quite appropriate for certain majors; however, they did not feel that the alternate semester plan was appropriate for all students.

The respondents who did not offer the program frequently indicated their desire to learn more about the "nitty gritty" operation of the program. They indicated that they would welcome an exchange of ideas with persons who had been involved with the program and who might give them ideas about the developing their own programs.

The status of the alternate semester program seems to be that it is there and is available to students if they desire it. But chances are that the program will not be pushed statewide unless outside assistance is provided to initiate interest and action within a school.

"FEEDER COLLEGES"

ACTIVITIES AND EVALUATION

In October of 1974, the Chancellor's Office invited twenty-eight community colleges to serve as "feeder colleges" to the six colleges officially comprising the Consortium. The intent of this action was to broaden the base of Consortium activites and provide more input and ideas for experimentation. Each of the Consortium member colleges was to attempt to work with three to five of the feeder colleges within geographic proximity to it.

Several attempts were made to convene meetings of member and feeder college personnel in the respective regions. A number of such meetings were ultimately held. There was also an effort made to communicate personally and individually with a number of the program people in feeder colleges.

The main problems encountered were two: the typical lack of time to devote to this effort in relation to other Consortium and campus activities; the lack of an identified incentive for participation on the part of feeder colleges. Consortium member colleges have the option of working outside the confines of state program regulations in their specifically identified experimental areas; feeder colleges could not share in this option.

Nonetheless, there was value in the concept in a number of instances. There was at least a communication link with those colleges that became interested, resulting in broader knowledge of Consortium purposes and activities. Feeder colleges could recommend programs for field testing. At least one such recommendation (by College of Marin) resulted in a field test at Golden West College and ultimately become one of the Consortium recommendations (waiving the twelve-unit interim coursework between alternate plan semesters of work experience). Another feeder college (Ohlone) participated in the shared coordination experiment with Merritt College. Quite a few of the feeder colleges responded to requests for input on the recommendations prepared by the Consortium at the end of its first three years.

As the Consortium continues, it hopes to improve the vehicle of the feeder colleges. Efforts will be made to involve these colleges more in research data gathering, in broadening statewide communications, and in other appropriate Consortium meetings and activities.

CALIFORNIA CONSORTIUM OF COOPERATIVE EDUCATION

TENTATIVE RECOMMENDATIONS (11/1/76)
BASED ON THREE-YEAR EXPERIMENTATION

Based on the experience and experimentation in Cooperative Education during the years 1973-76, the California Consortium on Cooperation has identified the following tentative recommendations. These recommendations will be discussed in three regional hearings in California. Further field-testing will also be conducted before final recommendations are made.

1. The existing Title 5 terms of "Cooperative Work Experience Education" be updated to "Cooperative Career Education" to encourage the development and growth of comprehensive career education programs. Cooperative Career Education includes hands-on work experience education as well as related instruction, placement services and preparation, career counseling and information, and other related complementary services.

2. Each community college in the state be required to establish and carry out an evaluation procedure which would enable the periodic self-evaluation of their Cooperative Work Experience program and each of the professionals involved therein. General program evaluation should be conducted every two (2) years. Evaluation of temporary (short-term or hourly) and contract (probationary) certificated employees should be conducted once a year. Regular (permanent) certificated employees should be evaluated every two years. Coop Ed activities must be incorporated into evaluation of staff with other duties.

3. The distinction between "General" and "Vocational" Work Experience be discontinued. Any work experience judged by the college to have educational value can be credited, so long as program standards regarding learning content are followed. Related instruction for such work experience (suggested label - Cooperative Work Experience) is optional, according to individual college program standards. The sixteen (16) unit limit would be retained for Cooperative Work Experience (or in combination with previously earned credit in General and/or Vocational).

4. The quality of the work experience and the measurement of learning be part of the determination of units in Cooperative Work Experience. (Current determination of units is purely clock hours, with 75 hours equalling 1 semester unit.) Specific credit agreements would be developed for those plans not within the "clock hour" formula.

5. A student may be enrolled for credit for just the job-related learning experiences he or she is having without the necessity of being enrolled in other course work.

6. A student could move from parallel to alternate plan Cooperative Work Experience without completing interim coursework. (Current requirement is the completion of twelve units between plans.)

7. A maximum of eight (8) units of Cooperative Work Experience credit per semester should be available to students on any approved plan - alternate, parallel, or extended day. The sixteen (16) total unit limit would be retained.

8. The Chancellor's Office promote, invite, encourage, and develop a clearinghouse of reports, data, and other information regarding Cooperative Education.

9. Supervised work experience in other states and/or countries be credited by California community colleges and ADA collected on the same basis as for supervised experience within California.

10. The state ADA reimbursement system be modified to allow for funded enrollment in Cooperative Work Experience beyond the current limit of second census week.

PRIORITIES FOR 1976-77

A survey of Consortium member colleges and of four "feeder" colleges was made in August 1976. The following areas were ranked as having highest priority of Consortium activities in 1976-77/

(It has been agreed in June, 1976, that RESEARCH, EVALUATION and DISSEMINATION would be themes present in all activities.)

Communication

1. Fact Sheets continued and distribution widened
2. Published articles for wider exposure of activities

Employers

1. Research to determine ways of tracking employees who have been Coop students
2. Better define employer role

Students

1. Study the quality and variations of related instruction
2. Evaluation of Coop as a learning vehicle
3. Develop program package for self-employed student

Programs

1. Self-evaluation of programs
2. Volunteer programs
3. Comprehensive Coop - adjusting definition to incoude related services and programs

A P P E N D I X

Factsheet

alifornia Consortium On Cooperative Education Under Senate Bill 642
OLUME 1 NUMBER 1 MAY 197

ntroduction

his is the first bulletin issued by the California Consortium on Cooperative Education. he Factsheet is designed to report to California community colleges about activities of he Consortium - its directions, findings and recommendations. The first issue describes he founding of the Consortium and includes a profile of cooperative education in Cali- ornia community colleges today. Future bulletins will feature summaries of research and valuation projects conducted throughout the state.

The Consortium

n September 17, 1973, the Governor signed Senate Bill 642 (Senator Donald Grunsky) which llowed the California Consortium on Cooperative Education to come into existance. Signing f the Bill permitted the Chancellor, California Community Colleges to appoint a six - ollege consortium to conduct a three year field test of innovative programs in cooperative ducation. The plan also called for the initiation of follow-up, evaluations and recommen- ations for new cooperative education programs. The participating colleges are: Orange oast, Golden West, West Valley, Hartnell, Merritt and Pasadena. Now into the last year overed by Senate Bill 642, a new Assembly Bill is in progress to continue the projects or an additional two years.

Co-op in California

uring the Fall of 1974, the California Consortium conducted a survey to gather information bout the cooperative education programs being offered in community colleges throughout alifornia. The project was directed by Jerry Kjeldgaard of Hartnell College. Completed n January, 1975, it included data from 88 colleges. The information provided a profile f cooperative education in California in terms of: Directors, Instructor/Coordinators, nd the program itself. The data suggests that cooperative education in California is n a developmental stage. The variety in programs, administration and staff organization ndicates that no single method of offering cooperative education is appropriate for all olleges. Instead, each school has developed a program based on its individual population eeds and district policy.

s might be expected, those colleges with large co-op student enrollment are the same schools hich have well developed administration and supervision systems. The curriculum is quite lexible; however the majority of schools are offering a program which includes instructor isitation to the job site and some type of on-campus seminar or class required in addition o the student's work.

he following profile of cooperative education in California is based on the survey data. t represents a composite of the most frequent responses to survey items. Although it is generalized picture, it does indicate the direction in which the California program is oving.

he typical California program has a full-time Director who:

1. is a member of the faculty staff
2. is working under a 10 or 12 month contract
3. has a variable salary
4. is responsible to the Dean of Students or Dean of Vocational Education
5. has a dual role as Director and Student Coordinator

Factsheet 2

With few exceptions, the program is large enough to require Instructor/Coordinators who supervise students. These Coordinators are:

1. either full or part-time faculty personnel
2. doing coordination in addition to teaching
3. paid for the time spent in supervision
4. limited to a maximum number of students they may coordinate
5. making one or two job site visitations per grading period
6. participating in an in-service program of some sort

The curriculum of the cooperative education program is characterized as:

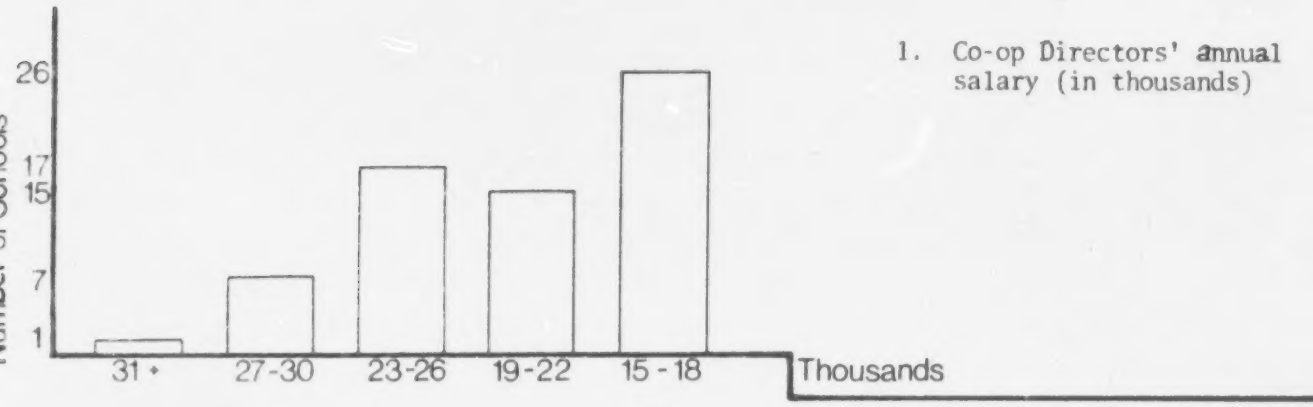
1. predominantly an occupational program, based on enrollment; although credit is given for participation in non-occupational major programs
2. a program enrolling approximately 10% of the student body
3. offering elective credit for transfer to a four-year school
4. a year-round program offered primarily on the parallel basis with some schools also offering or planning to offer the program on the alternate basis
5. a program which combines a coordinating class with on-the-job work

The survey found that cooperative education is being offered throughout California. The program is well established in some schools while in the early developmental stage in others. The report offers a generalized profile of what is occurring in schools, but the reader must remember that the California program is typified by variability determined by local conditions.

If you wish a copy of the instrument along with the findings, please contact:

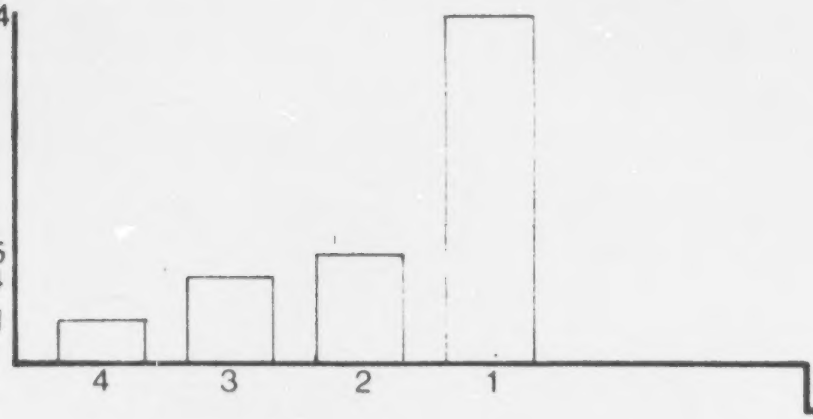
Joan Klubnik
c/o Orange Coast College
2701 Fairview Road
Costa Mesa, California
92626

The following are graphs based on specific data from the survey results.

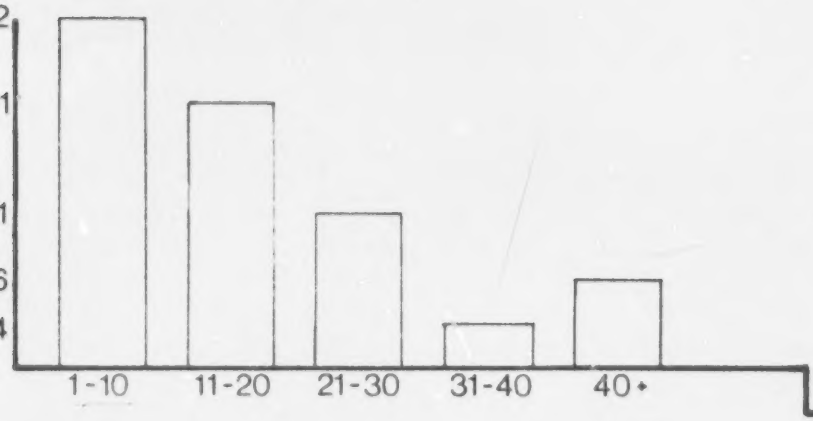


1. Co-op Directors' annual salary (in thousands)

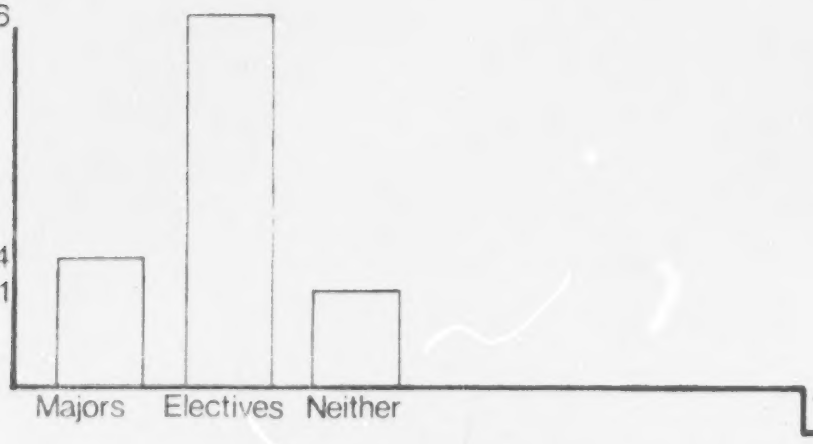
Factsheet 3



2. How many schools have full-time Instructor/Coordinators? How many I/C's on the staff?

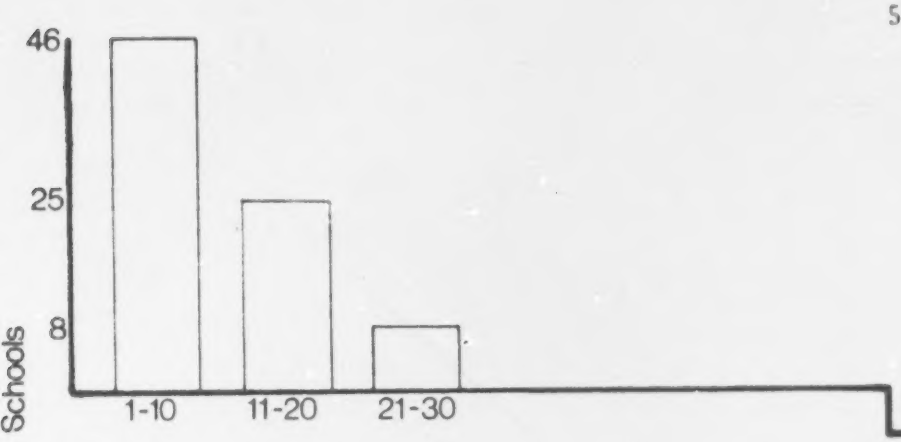


3. How many schools have part-time Instructor/Coordinators? How many I/C's on the staff?



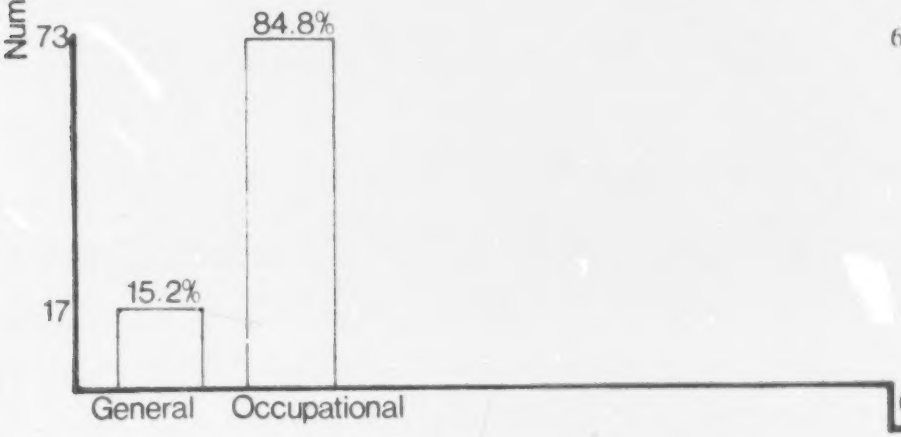
4. Are four-year colleges accepting Co-op units for transfer in a major area or as electives

Factsheet4



5. What percent of your total student body is enrolled in Co-op in any given quarter/ semester?

*AVERAGE: 9.394%



6. What percentage of students are enrolled in general Co-op and what percentage in occupational?

*TOTALS:

General 9,358 Occ. 56,317

Factsheet is published by the Orange Coast College Cooperative Education Program. The survey data was compiled by Joan Klubnik, Research Intern, Orange Coast College. Factsheet was written by James Garmon, Director, Cooperative Education, Orange Coast College and was designed and edited by David Pigman, OCC Career Development Center.

If you have any comments or suggestions, please contact Carolyn Schuetz, Executive Director for the California Consortium on Cooperative Education care of Merritt College, 12500 Campus Drive, Oakland, California 94619 .

Factsheet

alifornia Consortium On Cooperative Education Under Senate Bill 642
OLUME 1 NUMBER 2 DECEMBER 197

NTRODUCTION

he California Consortium on Cooperative Education Under Senate Bill 642 has completed its first three years of operat
d will continue for another two years under Assembly Bill 3145. The Consortium's stated purpose has been to "Coop
ate with the California Community Colleges Chancellor's office to implement, evaluate, and provide the resultant data
innovative experiential education programs." The Bill allowed the exploration of different approaches to cooperative
ducation by the five member districts (Coast Community College District represented by Orange Coast and Golden Wes
olleges, Hartnell, Peralta represented by Merritt, Pasadena, and West Valley.)

ograms tried experimentally during the three year period include:

- Alternate Semester Programs
- International Cooperative Experiences
- Development and Expansion of Volunteer and Mini-Work Experience
- Experimentation with Shared Coordination Models
- Investigation into the Feasibility of Blending General and Occupational Cooperative Work Experience
- Development and Implementation of Various Survey Instruments to Measure Employer Receptivity, Student Participation, and Coordinator Involvement in Cooperative Education

vestigations into the above areas were done by member colleges individually and in partnership. The results of the fforts were shared in the annual report produced by the group.

addition, the group conducted three surveys during the period. The first was designed to gather information about th
ganization of cooperative programs throughout the state, who managed the programs, who was involved with the pro-
ams on each campus, and what was the organization and curriculum of the program. A synopsis of the report was pre-
nted in the first Factsheet. A second survey was conducted during 1975; this gathered data on the Alternate Semester
ogram offered by some community colleges. A follow-up survey was completed during the Spring of 1976, to compare
titudes of those offering the program during the time period and to determine attitudes of those not offering the pro-
am. Results of the investigation appear in this Factsheet.

is hoped that the Consortium will continue to explore innovative practices in the cooperative curriculum. It is tenta-
vely planned to place more emphasis upon sharing Consortium activities with other community colleges and to initiate
search efforts into alternative practices. The Factsheet , a short newsletter distributed throughout the state, is publishe
veral times during each year and will highlight some innovative or exploratory effort. It is hoped that the Consortium
ight become a vehicle for airing new directions in cooperative education which ...e being considered and/or pursued
California.

ames E. Garmon
xecutive Director

HE ALTERNATE PLAN

he Alternate Plan was devised to allow students to work full time at a job related to their educational major or occupa-
onal goal and still receive college credit. It offers up to 8 units in any one semester as opposed to the traditional 4 units
ffered under the Parallel Plan. Alternate Semester is available to any community college that includes the program in
s District Plan for Vocational Education. Up until now, the response to the Alternate Plan has been limited. During
975 and again in 1976, the Consortium polled college personnel to determine the staus of the plan. Both surveys
quested the same information from those schools offering the Alternate Semester Plan during the two years. The
sults are summarized below.

	1975	1976
otal Number of Responses	26	22
umber of Students Enrolled in the Program		
ummer	219	362
all	36	60
pring	60	40
ave Program But No Enrolled Students	11	7

	1975	1976
Field of Study (Top 5 Areas Ranked in Terms of Enrollment)	Agriculture Business Forestry Recreation Language	Agriculture Business Forestry Police Sciences Recreation
Special Staff Members Assigned to Development of Programs		
Yes	5	8
No	19	11

Specialized Promotional Efforts/Activities

1975

P.R. Efforts within the Industry

Awareness Built In Students of Program

Publicity Materials Made Available to All Co - op Parties

1976

P.R. and Development Work with Employers to Build Up a Group That Will Support the Program

Awareness in School Coordinators of the Program and its Potential

A comparison of the two years indicates a slight increase in enrollment and a drop in the number of schools with the program on record, but not in operation. There was also a broadening of efforts in 1976 to expand the program. Areas of concern - lack of student and employer receptivity - appear to be the same; however, schools seem to be making more effort to overcome problems and to expand the program.

In 1976, a second part was added to the survey; it was directed to schools not currently offering the program. The purpose of this portion of the survey was to determine if schools not offering the program have interest in it and to determ what school personnel know about the program and what they would be interested in learning. A summarization of the responses from these schools follows.

Total Number Responding
29
Has The Alternate Plan Been Offered In The Past?
Yes - 6 No - 23
Reason For Discontinuance
Lack of student interest Insufficient job sites
Are You Considering The Use Of The Alternate Plan In The Future?
Yes - 18 No - 11
Reason For Non-Consideration
Too much effort to develop relative to response No interest on the part of students or employers
Do You Feel You Have Enough Information About The Alternate Plan?
Yes - 14 No - 14
If Yes, How Did You Learn About The Program?
Research done by school personnel Personal contacts at State and regional meetings with persons involved with the programs
If No, What Additional Information Would Interest You?
Specifics about operations of programs Information on recruitment practices (student and employer)
What Would Be The Best Source For This Information?
More written material about what is being done with various alternate programs statewide Interaction with persons administering successful programs

A very generalized summation of what was found in the two surveys is that the Alternate Plan is being offered in California but is having little success. What can be said about the Program is limited by the low response rate of program directors. It is hoped that the sharing of results will encourage more administrators to take the time to respond so that stronger statements about programs can be made. Based on responses, the biggest problems with the Programs seem to occur in the areas of lack of student interest and in the difficulty of recruiting employers for the program. Many respondents indicated that they believed the concept was good and it was quite appropriate for certain majors; however, they did not feel the Alternate Semester Plan was appropriate for all students.

The respondents who did not offer the Program frequently indicated their desire to learn more about the "nitty-gritty" operation of the program. They indicated they would welcome an exchange of ideas with persons who had been involved with the program and who might give them ideas about developing their own programs.

The status of the Alternate Semester Program seems to be that it is there and is available to students if they desire to use it. But chances are that the Program will not be pushed statewide unless outside assistance is provided to initiate interest and action within a school.

CONSORTIUM MEMBERS:

Golden West College	*Karl Strandberg*
Orange Coast College	*James Garmon*
West Valley College	*Clyde Reyes*
Merritt College	*Carolyn Schuetz*
Pasadena City College	*Cecil Osaff*
Hartnell College	*Jerry Kjeldgaard*

ADDRESS INQUIRIES TO:

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Career Development Center
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Costa Mesa, California 92626

ASSEMBLY BILL No. 3145

Introduced by Assemblyman Nimmo
(Coauthor: Senator Grunsky)

February 19, 1976

REFERRED TO COMMITTEE ON EDUCATION

An act to amend Section 190.5 of the Education Code, relating to cooperative education, and declaring the urgency thereof, to take effect immediately.

LEGISLATIVE COUNSEL'S DIGEST

AB 3145, as introduced, Nimmo (Ed.). Cooperative education.

Existing law requires the Office of the Chancellor of the California Community Colleges to conduct a pilot program of up to 3 years in cooperative education for no more than 5 community college districts and to make specified followup evaluations and recommendations.

This bill would authorize the pilot program to be conducted up to 5 years.

It also would take effect immediately as an urgency statute.

Vote: ⅔. Appropriation: no. Fiscal committee: yes. State-mandated local program: no.

The people of the State of California do enact as follows:

SECTION 1. Section 190.5 of the Education Code is amended to read:

190.5. The office of the Chancellor of the California Community Colleges shall conduct a pilot program of up

to ~~three~~ *five* years' duration in cooperative education for not more than five community college districts. For the purposes of this act, "cooperative education" means on-the-job experience directly related to the student's educational goals. Cooperative education requires the supervision of an appropriately credentialed faculty member and is not limited to vocational education.

In order to enroll in a cooperative education program, a student must have earned at least 12 semester units or 18 quarter units at the community college at which he seeks to enroll in the program.

A student enrolled in a cooperative education program may not receive more than one semester unit for each five hours of fieldwork per week or one quarter unit for each 3⅓ hours of fieldwork per week.

No student may receive more than 16 units of semester credit or 24 units of quarter credit for cooperative education classes. No student may enroll in a cooperative education program for more than eight units per semester or 12 units per quarter.

No student may enroll jointly in a cooperative education program and a work experience education program. Any credit for work experience education which had been earned by a student prior to his enrollment in a cooperative education program shall be deducted from the maximum number of units for cooperative education allowable under the fourth paragraph of this section.

Average daily attendance in cooperative education shall be computed pursuant to Section 11484. The Chancellor of the California Community Colleges shall approve cooperative education programs which comply with existing regulations for new educational program approval and the other provisions of this section.

Followup evaluations and recommendations for new cooperative education programs, based upon the findings of the ~~three-year~~ *five-year* study, shall be made by the office of the Chancellor of the California Community Colleges.

SEC. 2. This act is an urgency statute necessary for

the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting such necessity are:

In order that the pilot program continue operation for two additional years, and in order that the authorization for continuance may be afforded prior to the expiration of the program as fixed pursuant to present law, it is necessary that this act take effect immediately.

UNIVERSITY OF CALIF.
LOS ANGELES
CLEARINGHOUSE FOR
JUNIOR COLLEGES

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